DOCUMENT RESUME

ED 071 294 EM 010 436

TITLE	Introduction to Psychology and Leadership. Part Seven; Leadership Behavior and Style. Segments III, IV, & V, Volume VII-C.
INSTITUTION	Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-0448
PUB DATE	71
CONTRACT	N00600-68-C-1525
NOTE	175p.; Se also EM 010 418 and EM 010 419
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Autoinstructional Aids; Communication (Thought Transfer); Individual Psychology; Instructional Media; *Leadership; Leadership Qualities; *Leadership Styles; *Leadership Training; *Military Training; Programed Instruction; Psychology; Social Psychology; Textbooks; Workbooks

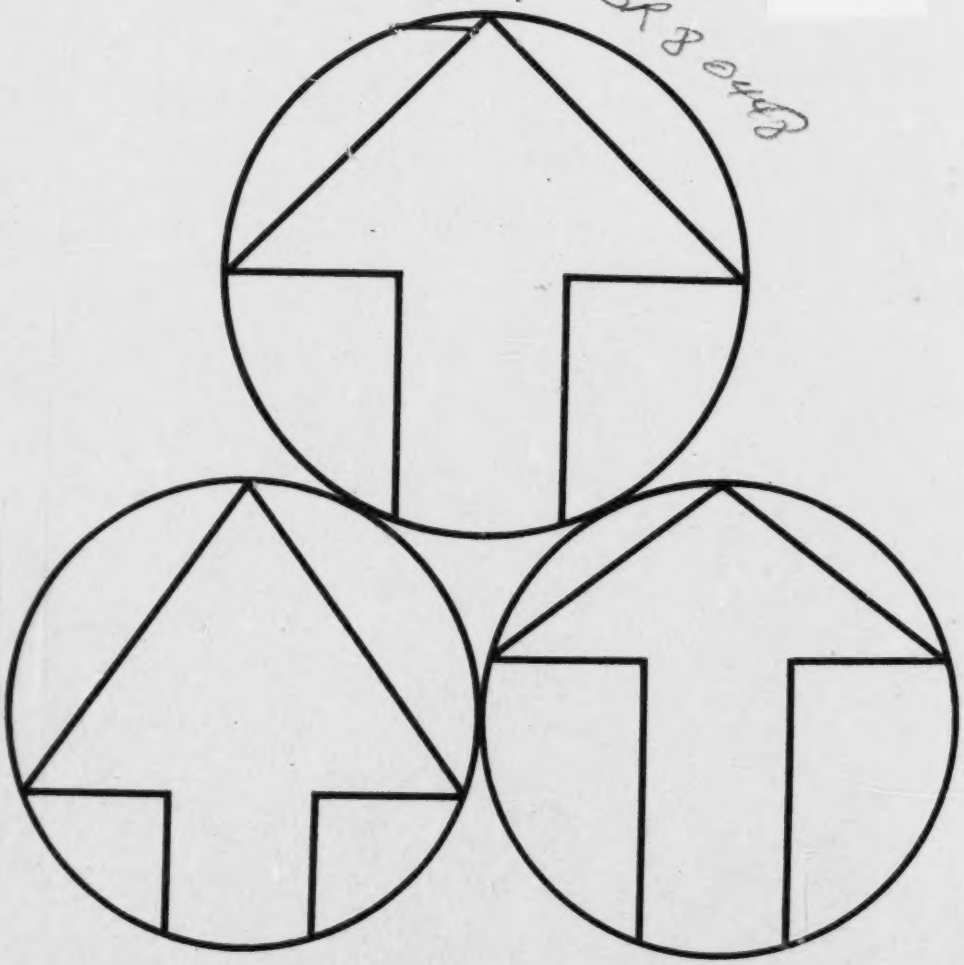
ABSTRACT

The seventh volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on leadership behavior and style, and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion quizzes. EM 010 434 and EM 010 435 are the first and second documents of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

Set #3

BR 8 0448

ED 071294



Introduction To Psychology And Leadership

Volume VII-C

Leadership Behavior And Style

EM 010 436

ED 071294

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segments III, IV & V

Volume VII-C

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

This material was developed by Westinghouse Learning Corporation's Project Annapolis, under Contract Number N00600-68-C-1525, with the National Center for Educational Research and Development, United States Office of Education, Department of Health, Education and Welfare.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Westinghouse Learning Corp

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Copyright © 1971, by Westinghouse Learning Corporation.

All rights reserved.

TABLE OF CONTENTS

with Margin Index

PART SEVEN/III Foreword.....*vii*

PART SEVEN/III Syndactic Text....1

PART SEVEN/III Progress Check....1

PART SEVEN/IV Foreword.....*iii*

PART SEVEN/IV Syndactic Text.....1

PART SEVEN/IV Progress Check.....1

PART SEVEN/V Foreword.....*iii*

PART SEVEN/V Syndactic Text.....1

PART SEVEN/V Progress Check.....1

Program Frame Answers.....*i*

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style: The Leader

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"Ten good soldiers, wisely led, will beat a hundred without a head."

d'Arcy Thompson

A leader in the Women's Christian Temperance Union will employ a different style from that of a drill instructor at Parris Island. The personalities of the two leaders differ greatly; so will their styles of leadeship. Earlier in the course it was pointed out that the leader's style depends upon the leader, the group he leads (the followers), and the situation in which leader and followers function. We will now look at the first of these determiners of leadership style, the leader himself. His personality, professional competence, and leadership skills will be examined to determine their influence on his choice of how he goes about accomplishing his leadership duties.

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

Summary

History of Research into Leadership

Leadership was first studied on the basis of personality traits. There was no attempt to study leadership as a process or to differentiate it from the leader as a person. In the 1930's, however, Kurt Lewin and his co-workers, pioneers in studies of group dynamics, turned their attention to the social climates created by various styles of leadership (authoritarian, democratic, laissez-faire). In their concern with the social climate surrounding the leader, Lewin and his colleagues broadened the study of leadership by directing attention to the group. The Lewin studies showed that groups reacted differently under different styles of leadership. The groups reacted favorably toward democratic leadership by displaying enjoyment, pursuing constructive work, and by continuing to function effectively even in the absence of the leader. Lewin's studies shifted the emphasis in the study of leadership away from the leader himself and onto the followers, or the group. This change in emphasis eventually evolved into a trend toward studying leadership according to a situational approach: that is, the study of leaders in terms of varying situations. The emphasis today, however, is on neither the personality traits of the leader nor the

situation but rather on the interrelationships among the leader, the group (that is, the followers), and the situation.

Influences on the Leader's Style

Personality

There is general agreement in the belief that personality is the most important influence on leadership style. However, successful leadership does not depend on any one special personality type. Successful leaders are found possessing widely varying personality types. A good example is seen in the careers of the late Generals Eisenhower and MacArthur. Both were highly successful and yet possessed considerably different personalities.

There is evidence to support the view that leaders, on the average, do have more of certain traits than do followers. The well-known authority on leadership, psychologist R. M. Stogdill, conducted a series of studies in the late 1940's in which it was found that leaders possessed many positive traits more frequently than did their followers. Among these traits were intelligence, scholarship, dependability, social participation, and social and economic standing. Surprising as it may seem, Stogdill also reported that leaders did not necessarily excel followers in such personality traits as initiative, persistence, self-confidence, cooperativeness, adaptability, and verbal facility. The point to be remembered is this: though a person may have the personality traits

usually found in good leaders, these traits, per se, do not make him a successful leader.

Competence

Personality is, no doubt, the most important influence on a leader's style, but not the only one. Occasionally, people are placed in leadership roles who lack the prerequisites to serve in those roles. These incompetent leaders tend to shift to the left of the leadership continuum. They become more autocratic when they sense they are not doing their jobs well. Fortunately such incompetency is usually quickly recognized by seniors, and incompetent leaders don't generally survive the competition of selection. Conversely, the leader who is competent tends to lean to the right on the continuum, freely delegating authority. The competent personality, secure in his perception of self, has a broader outlook and is more likely to accept risks than is the incompetent personality, who tends to seek security. Navy Regulations require that the Commanding Officer provide training for his junior officers. If this training has been done properly, a CO can feel quite secure in delegating authority.

Leadership Skills

To be effective, a leader must concentrate on the needs of the situation, and after assessing the factors, take an appropriate course of action. This calls for two types of leadership skills: specifically, diagnostic skills and action skills. Diagnostic skills include observation, listening,

analysis and assessment of situations, together with skills in the prediction of potentialities, trends, and valid directions which situations are likely to take. Following his diagnosis, the effective leader must also be skillful in taking action. Action skills may range from planning leadership strategies, to manipulating organizational conditions, to behaving effectively in interpersonal situations.

Status

In some organizations, including the shipboard one, the real leader may not always be the man at the head of the organization. This is the "headship" versus "leadership" controversy which a well-known management psychologist, Bernard Bass, pointed out in a 1960 study. Granted that the titular leader of an organization is the official with position status, this does not necessarily mean that he is accepted as the real leader by the organization. There are many instances in which a "figurehead" leader exists, but the actual running of the organization is accomplished at another level. We might say that the "figurehead" leader has status, but the real leader has esteem among his subordinates. The military leader generally starts operating in a position on the basis of status, and gradually wins esteem by his performance. Bass, in investigating leadership style, found that leaders possessing both status and esteem can use any leadership style and be effective.

Role Model Effects

Still another factor which influences leadership style is the effect of a role model. A role model is an individual with some trait or traits that you greatly admire and strive to imitate; for example, as a child you might have had a parent, a teacher, a minister, or a peer as a role model. A youngster aspiring to become a cowboy might have a cowboy hero as a role model. A midshipman, aspiring to become an officer, might be modeling his behavior to fit the image of one of his officers, of an upperclassman, or of a peer. The effects of such role models may be reflected in his future leadership styles.

Assumptions About Human Nature

A leader's view of human nature can influence his leadership style. Leaders who view human nature from the position that people are inherently lazy and will procrastinate whenever work is involved subscribe to what is known in management psychology as Theory X. Theory X holds that it is human nature to dislike work. Other leaders view human nature from the opposite position; namely, that people enjoy work. Those who take this view subscribe the Theory Y, the antithesis of Theory X. Consult Figure 1 on page 6 of this summary for a detailed breakdown of these two contrasting theories.

THEORY X	THEORY Y
The average human being has an inherent dislike of work and will avoid it if he can. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, wants security above all.	The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed. Commitment to objectives is a function of the rewards associated with the achievement. The average human being learns, under proper conditions, not only to accept but to seek responsibility. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

(Douglas McGregor, as cited in Blake, Mouton & Bryson, p. 16)

Figure 1

From attitudes contained in Theory X and Theory Y we can conclude that leaders who subscribe to Theory X have a greater tendency to be autocratic while those subscribing to Theory Y are more likely to establish conditions based on mutual understanding.

Functional Specialty

A leader's style is apt to change as the function changes. For example, production represents a highly structured task, and a leader of a production department would necessarily be inclined toward task-orientation. Such a leader would likely be highly competent in the knowledge and skills of various levels within the department and would tend towards an authoritarian style.

Conversely, if the function is basic research, it represents a low-structured task, and a leader of such a research department would be inclined towards relationship-orientation. A former Chief of Naval Research has stated, "Basic research cannot be directed." The leader in this type of unstructured tasks, dealing with specialists of many disciplines, would tend toward a democratic style.

Functions which lie between basic research and production, such as sales and applied research, will require leaders whose styles operate between the democratic and authoritarian on the continuum.

Research studies provide evidence that unstructured tasks, where the leader is not expected to be knowledgeable in all levels of specialty that his subordinates possess, require

a relationship-oriented leader, while structured tasks, where the leader's job competence should exceed that of his subordinates, requires a task-oriented leader.

Stress

Military duty may, and often does involve stress in combat as well as other situations. There is no doubt that the leader plays an important role in influencing the morale and adjustment of his group members under stress conditions. The military group which performs poorly or in a disorganized manner under stress conditions is in imminent danger of sustaining casualties or failing to carry out the mission. Under the threat of danger, the men must depend upon their leader's ability and judgment. One study which discussed survival training research found that the power exercised by the leader constituted one of the most important forces in maintaining survival. The leader contributes to morale by reducing anxiety and by preventing and alleviating stress-produced problems. When the formal leader fails to exercise his power, panic, disorganization, even loss of life may ensue. Failure to exercise power may also result in dangerously long periods of shock. Ultimately, someone will emerge as a leader and do those things which the formal leader has failed to do. Several researchers, including Bass and Torrance, have pointed out that groups under stress should perform better under leaders who structure the situation (task-oriented). On the other hand, Fiedler has evidence that supports the position that the people-oriented leader

is more effective in some stressful situations. In conclusion, Fiedler has pointed out that whether a task-oriented or a relationship-oriented leader is more effective in relieving the stress depends on the particular situation.

This is the end of the Summary. Now, go to the next page and take the Quiz.

Summary Pre-Quiz

Determiners of Leadership Style: The Leader

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following best describes the change in focus by researchers on the determiners of leadership style?

   a. The focus changed from the trait theory to the purely situational approach.

   b. Research has tended more and more toward focus on the trait, as opposed to the situational theory.

   c. The emphasis today is on neither the personality traits of the leader nor the situation, but rather on the interrelationships among the leader, the group, and the situation.

   d. Researchers found that the group and the situation were not factors influencing leadership style.

---

2. What effect does a leader's competence have on his leadership style?

   a. There is only a tenuous relationship between level of competence and leadership style.

   b. A competent leader is apt to readily delegate authority and operate from a democratic style.

   c. A competent leader will operate from an authoritarian style.

   d. As subordinates become more competent, the leader becomes more autocratic.

3. Match each term in the left-hand column with the appropriate skills in the right-hand column.

a. Diagnostic skills	1) Listening
b. Action skills	2) Planning leadership strategies
	3) Observing
	4) Behaving effectively in interpersonal situations
	5) Predicting
	6) Analyzing
	7) Manipulating organizational conditions

4. A young naval officer, LTJG Grover, was an admirer of the late President Kennedy. He had read and reread books both by and about President Kennedy, and was continually looking for ways to behave in the Kennedy manner in the leadership situations he (Grover) encountered as a naval officer.

Which statement correctly describes the way in which the Kennedy role model influenced this young officer's behavior?

a. The officer patterned his leadership style after President Kennedy's

b. The officer recognized that President Kennedy had established a place in the annals of naval history.

c. The officer selected President Kennedy as an authority on leadership.

d. The officer rejected his own leadership style and substituted President Kennedy's style for his own leadership style.

5. Which of the following assumptions about human nature fit Theory X?

a. Man dislikes work.

b. Man seeks direction.

c. Man needs security.

d. All of the above

---

6. Which one of the following correctly describes where leaders having Theory X and Theory Y attitudes are likely to fall on the leadership continuum?

a. Advocates of both theories tend to shift to the right.

b. Advocates of both theories tend to shift to the left.

c. Advocates of Theory X tend to shift to the right, advocates of Theory Y, to the left.

d. Advocates of Theory X tend to shift to the left, advocates of Theory Y, to the right.

7. A drill sergeant at a Marine recruit training command usually operates from a strictly authoritarian style. He "pushes boots." He allows minimal freedom to subordinates. Conversely, the same individual placed in charge of a substation of a recruiting area may be very democratic in his relationships with subordinates.

Which statement correctly describes the effect that functional specialty may have on leadership style?

a. The less structured the task, the more authoritarian a leader must be to get a job done.

b. The more experienced the subordinate group, the more authoritarian a leader must be to get the job done.

c. The more structured the task, the more authoritarian a leader must be to get the job done.

d. Functional specialty has no bearing on leadership style.

8. LTJG Fair, in fighting a fire aboard ship, handled his men in an authoritarian manner. On another occasion, when he was in charge of a prolonged shore patrol, on which watches were doubled up under the threat of riots, he was much more group-oriented in his concern for food, rest, and welfare of his men.

Which one of the following correctly describes the effect that stress may have on leadership style?

a. A stressful situation calls for an authoritarian leader (task-oriented).

b. A stressful situation calls for a democratic leader (relationship-oriented).

c. A stressful situation calls for an emergent leader.

d. The nature of the situation will determine which type leader (task-oriented or relationship-oriented) is best under stressful conditions.

Now, check your answers on page 16.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ

1. c
2. b
3. a-1, 3, 5, 6; b-2, 4, 7
4. a
5. d
6. d
7. c
8. d

If you missed one or more questions, go to the next page and go through the Programed Sequence.

Programed Sequence

Determiners of Leadership Style: The Leader

OVERVIEW: In this programed sequence we shall discuss how the leader himself acts as a determiner of leadership style. In addition to the personality traits of the leader we will discuss other factors influencing leadership style; such as the follower group and the situation. Finally, we note that while personality appears to be the single most influential factor in determining leadership style, an interaction among all of these factors is the main determinant of leadership style.

1 An early element of confusion in the study of leadership was the failure to distinguish it as a process from the leader as a person who occupies a role in that process. The studies of leadership in the early 20th century usually focused upon the personality characteristics which made a person a leader (the trait approach).

Select the statement which describes the basis on which leadership was first studied.

a. Early studies of leadership focused on leadership as a process.

b. Early studies of leadership concentrated on a group dynamics approach.

c. Early studies of leadership focused on the personality traits of good leaders.

d. Early studies of leadership concentrated on interaction between the process and the persons involved in the process.

---

2 In the 1930's Lewin and his co-workers turned attention to the social climates created by several styles of leadership (authoritarian, democratic and laissez-faire). The results from this study, which showed that groups reacted differently under the different styles, ultimately evolved into the situational approach.

Select the statement which indicates the emphasis used by Lewin in his studies of leadership.

a. Lewin's studies shifted the emphasis from the leader himself onto the followers, or the group.

b. Lewin's studies focused attention on the effects of a particular group on a leader's style.

c. The emphasis of studies by Lewin was on groups operating under a democratic style of leadership.

---

3 The main focus of the situational approach has been to study leaders in different settings. The tendency today is to attach greater significance to the interrelationships among the leader, the followers, and the situation.

Select the statement which describes the tendency in leadership study today.

a. The tendency of leadership studies today is toward the situational approach: that is, the study of leaders in terms of varying situations.

b. The emphasis in leadership study today is on neither the personality traits of the leader nor the situation but rather on the interrelationships among the leader, the group, and the situation.

c. Today, leadership study is more concerned with the social climate surrounding the leader.

4 There is no evidence that a special personality type is necessary to become a successful leader, in fact, successful leaders have possessed different types of personalities, e.g., the late Generals Eisenhower and MacArthur were highly successful leaders, and yet possessed considerably different personalities. However, there is no doubt that a leader's style is influenced by his personality.

> One of the Navy's antisubmarine warfare carriers was on deployment with the 6th Fleet in the Mediterranean. The new Commanding Officer was a strong, dynamic individual who had established an enviable record as a Navy jet pilot. He displayed great confidence in his fellow officers, and was well liked and respected by the crew. Morale was high. The ship established a number of record scores on competitive exercises. Mast cases were reduced and reenlistments increased. The Commanding Officer who relieved him did not have as strong and dynamic a personality. His forte was his sincerity, his untiring effort to learn more about the ship, his willingness to listen to problems of his key subordinates, and his ability to focus quickly on the central issue. He lacked the colorful personality of his predecessor, but was, nevertheless, a successful leader.

The two captains, described above illustrate that successful leadership does not depend on any one special personality type.

Which one of the following <u>best</u> defines the relationship between a leader's personality and his leadership role?

a. There is a connection between a leader's personality and his style, but only on the senior officer level.

b. Personality traits play only a minor role in leadership style.

c. Personality probably influences style, but it is difficult to measure.

d. A leader's style is influenced by his personality.

5 It cannot be assumed that just because an individual has the personality traits which are normally found in successful leaders, that these traits per se make him a leader. Stogdill reported that among the traits which leaders possessed (above the average of their followers) were intelligence, scholarship, dependability, social participation, and social and economic standing. Surprisingly enough, Stogdill reported that leaders did not necessarily excel followers in such personality traits as initiative, persistence, self-confidence, cooperativeness, adaptability, and verbal facility.

Select the statement which describes the main point to be remembered about personality traits among leaders.

a. Though a person may have the personality traits usually found in good leaders, these traits, per se, do not make him a successful leader.

b. Leaders, on the average, have more of certain traits than do followers

c. Successful leaders possess many positive traits more frequently than followers.

---

6 Incompetent persons may tend to display authoritarian leadership style. Conversely, truly competent persons tend to delegate authority more freely, and are more inclined to operate on a democratic style of leadership. The competent personality, secure in his perception of self-concept and identification, has broader visions and is more apt to accept risks than is the incompetent. The incompetent is inclined to seek security rather than take a risk.

Which of the following statements is true?

a. These incompetent leaders tend to shift to the left of the leadership continuum.

b. The leader who is competent tends to lean to the right on the continuum, freely delegating authority.

c. The competent personality, secure in his perception of self, has a broader outlook and is more likely to accept risks than is the incompetent personality, who tends to seek security.

d. All of the above

---

7 To be effective, a leader must concentrate on the needs of the situation, and after assessing the factors, take an appropriate course of action. This calls for two types of leadership skills: specifically, diagnostic skills and action skills.

Diagnostic Skills: These are skills of observation, listening, analysis and assessment of situations, together with skills in the prediction of potentialities, trends, and valid directions which situations are likely to take.

Which diagnostic skills must a leader have to be effective?

a. Action, assessment, analysis, and prediction

b. Listening, intervening, analysis, and trend setting

c. Observing, listening, analyzing, and predicting

d. Observing, acting, analyzing, and intervening

8 Action Skills: This class involves the skills of acting, or intervening, in situations as they are diagnosed. It includes such skills as planning leadership strategies, manipulation of organizational conditions, and behaving effectively in interpersonal situations.

Which action skills must an effective leader have?

a. Assessment, analysis, and prediction

b. Pointing out trouble areas, planning, leading, manipulating conditions, behaving effectively in interpersonal situations

c. Planning strategies, maintaining organizational conditions, and behaving effectively in interpersonal relationships

d. Planning leadership strategies, manipulating organizational conditions, and behaving effectively in interpersonal situations

---

9 The "headship" versus "leadership" controversy centers around the fact that the real leader is not always the man at the head of an organization. The titular leader of an organization is the official with position status, this does not necessarily mean that he is accepted as the real leader by the organization. There are many instances in which a "figurehead" leader exists, but the actual running of the organization is accomplished at another level. We might say that the "figurehead" leader has status, but the real leader has esteem among his subordinates. The military leader generally starts operating in a position on the basis of status, and gradually wins esteem by his performance. Bass, in investigating leadership style, found that leaders

possessing both status and esteem can use any leadership style and be effective. A famous jet pilot took over an air group. His proficiency in flying was recognized throughout the Navy. His subordinates accepted any kind of leadership style from him, because they acknowledged his superior knowledge and familiarity with naval aviation--the carrier's reason for existence.

Which of the following best states this officer's position of status and/or esteem as it influences his leadership style?

a. Since he had both status and esteem, he could use any leadership style and be effective.

b. Since he was recognized as an authority on jet flying, he would be most effective as an authoritarian leader.

c. Acceptance by his subordinates meant this leader could be most effective operating with a democratic style of leadership.

d. Since he had both status and esteem he could optimize his effectiveness by using a style midway on the leadership continuum.

---

10 A role model is an individual with some trait or traits that you greatly admire and strive to imitate; for example, as a child you might have had a parent, a teacher, a minister, or a peer as a role model. A youngster aspiring to become a cowboy might have a cowboy hero as a role model. A midshipman aspiring to become an officer, might be modeling his behavior to fit the image of one of his officers, of an upperclassman, or of a peer. The effects of such role models may be reflected in future leadership styles.

Select the satement which describes the manner in which a role model may influence leadership style.

a. Role models influence leadership in that they are the result of careful coaching by parents, teachers etc. during early development.

b. Role models establish recognizable patterns of desired conduct which may later be reflected in leadership styles.

c. Role models influence leadership styles by establishing rules and regulations regarding acceptable leadership behavior.

A leader's view of human nature can influence his leadership style. Leaders who view human nature from the position that people are inherently lazy and will procrastinate whenever work is involved subscribe to what is known in management psychology as Theory X. Theory X holds that it is human nature to dislike work. Other leaders view human nature from the opposite position; namely, that people enjoy work. Those who take this view subscribe to Theory Y, the antithesis of Theory X.

THEORY X	THEORY Y
The average human being has an inherent dislike for work and will avoid it if he can. Because of this human characteristic (dislike of work), most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, and above all wants security.	The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed. Commitment to objectives is a function of the rewards associated with their achievement. The average human being learns, under proper conditions, not only to accept but to seek responsibility. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Figure 1

Consult Figure 1 in answering frames 11-13.

11 LTJG Preston is an overbearing egoist and believes he really understands his men. He believes that the sailor's first need is a liberty card, and that the average sailor is brave, but will avoid work if he possibly can.

What effect might LTJG Preston's belief have on his leadership style?

a. He'll probably be sympathetic and democratic, since he thinks he understands how sailors really think.

b. He'll be more of a follower than a leader because of his beliefs.

c. He'll probably be authoritarian and autocratic, since he thinks he understands how sailors really think.

d. None of the above

---

12 Which of the following assumptions about human nature fit Theory X?

a. The average human being is unambitious and unintelligent.

b. Intellectual potential is not always used fully.

c. The average human being will learn to accept and seek responsibility.

d. All of the above

---

13 Which of the following assumptions about human nature fit Theory Y?

a. Recreation and work are similar.

b. Many people are creative.

c. Intellectual potential is not always used fully.

d. All of the above

14 LTJG Grey is the sort of officer who feels there is inherent good in everyone. He believes that if sailors understand objectives, they will work on their own towards mission accomplishment. Grey has great faith in his men and encourages them at every possible opportunity.

What effect should this type of attitude have on LTJG Grey's leadership style?

a. He'll be more autocratic.

b. He'll probably be more democratic.

c. He'll change his style, for his beliefs will change.

d. None of the above

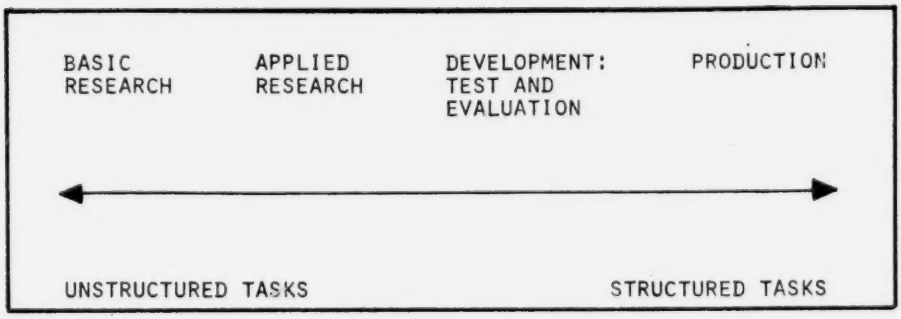


Figure 2

15 A leader's style is apt to change as the function changes. For example, in Figure 2 above, production represents a highly structured task, and a leader of a production department would necessarily be inclined towards task-orientation. Such a leader would likely be highly competent in the knowledge and skills of various levels within the department and would show tendency towards authoritarian style. Conversely, if the function is basic research, it represents a low-structured

task, and a leader of such a research department would be inclined towards relationship-orientation.

Match the leadership styles on the left with the task requirements listed on the right.

a. Task-oriented style	1) Task requiring step-by-step check-off list procedures
b. Relationship-oriented style	2) Task in which leader is not competent at all levels of specialty possessed by subordinates
	3) Task in which leaders job competence should exceed that of his subordinates
	4) Structured tasks
	5) Unstructured tasks
	6) Basic research
	7) Preparation for bomb loading

---

16 Functions which lie between basic research (SOFTWARE) and production (HARDWARE), such as sales and applied research, will require leaders whose styles operate between the democratic and authoritarian positions on the continuum. Research studies support the fact that unstructured tasks, where the leader is not expected to be knowledgeable of all levels of specialty that his subordinates possess, require a relationship-oriented leader, while structured tasks, where the leader's job competence should exceed that of his subordinates, requires a task-oriented leader.

Which of the following situations would fall somewhere between the authoritarian and democratic positions on the continuum?

a. Basic research

b. Applied research

c. OOD

d. Production

---

17 The leader plays a decisive role under disruptive and trying conditions. He contributes to morale by reducing anxiety and by preventing and alleviating stress-produced problems among his subordinates. The leader's behavior becomes especially important in times of emergency. The military unit which performs poorly in battle conditions endangers itself and its organization. The subordinates depend upon the leader's ability and judgment. Failure on the part of the official leader to exercise his leadership under emergency conditions will most likely produce an emergent leader.

Select the statement which describes the importance of effective leadership under stressful conditions.

a. Under conditions of stress an effective leader contributes to morale by reducing anxiety and by preventing and alleviating stress-producing problems among subordinates.

b. Under conditions of stress an effective leader will be able to recognize his own short-comings and appoint an emergent leader to take over command.

c. An effective leader will recognize conditions leading to stress before they occur and take steps to prevent their occurrence.

18 Some research has produced results indicating that groups under stress perform better under leaders who structure the situation (task-oriented). However, Fiedler has produced evidence that supports the position that the relationship-oriented leader is more effective in some stressful situations.

We can conclude from this evidence that:

a. When in doubt, it is always safest to use a task-oriented approach.

b. The value of a particular leadership style cannot be measured effectively under conditions of stress.

c. Whether a task-oriented or a relationship-oriented leader is best under stressful conditions is dependent upon the situation.

This is the end of the Programed Sequence. Now, go to the next page and take the Quiz.

Summary Post-Quiz

Determiners of Leadership Style: The Leader

Answer the following questions as indicated in your Student Guide.

---

1. A drill sergeant at a Marine recruit training command usually operates from a strictly authoritarian style. He "pushes boots." He allows minimal freedom to subordinates. Conversely, the same individual placed in charge of a substation of a recruiting area may be very democratic in his relationships with subordinates.

Which statement correctly describes the effect that functional specialty may have on leadership style?

a. Functional specialty has no bearing on leadership style.

b. The less structured the task, the more authoritarian a leader must be to get a job done.

c. The more experienced the subordinate group, the more authoritarian a leader must be to get the job done.

d. The more structured the task, the more authoritarian a leader must be to get the job done.

2. Match each term in the left-hand column with the appropriate skills in the right-hand column.

a. Action skills	1) Behaving effectively in interpersonal situations
b. Diagnostic skills	2) Observing
	3) Listening
	4) Analyzing
	5) Manipulating organizational conditions.
	6) Predicting
	7) Planning leadership strategies

---

3. Which one of the following correctly describes where leaders having Theory X and Theory Y attitudes are likely to fall on the leadership continuum?

a. Advocates of Theory X tend to shift to the left, advocates of Theory Y, to the right.

b. Advocates of Theory X tend to shift to the right, advocates of Theory Y, to the left.

c. Advocates of both theories tend to shift to the left.

d. Advocates of both theories tend to shift to the right.

4. What effect does a leader's competence have on his leadership style?

   a. A competent leader is apt to readily delegate authority and operate from a democratic style.

   b. There is only a tenuous relationship between level of competence and leadership style.

   c. As subordinates become more competent, the leader becomes more autocratic.

   d. A competent leader will operate from an authoritarian style.

---

5. Which one of the following <u>best</u> describes the change in focus by researchers on the determiners of leadership style?

   a. Research has tended more and more toward focus on the trait, as opposed to the situational theory.

   b. The emphasis today is on neither the personality traits of the leader nor the situation, but rather on the interrelationships among the leader, the group, and the situation.

   c. The focus changed from the trait theory to the purely situational approach.

   d. Researchers found that the group and the situation were not factors influencing leadership style.

6. LTJG Fair, in fighting a fire aboard ship, handled his men in an authoritarian manner. On another occasion, when he was in charge of a prolonged shore patrol, on which watches were doubled up under the threat of riots, he was much more group-oriented in his concern for food, rest, and welfare of his men.

Which one of the following correctly describes the effect that stress may have on leadership style?

a. The nature of the situation will determine which type leader (task-oriented or relationship-oriented) is best under stressful conditions.

b. A stressful situation calls for an emergent leader.

c. A stressful situation calls for an authoritarian leader (task-oriented).

d. A stressful situation calls for a democratic leader (relationship-oriented).

7. A young naval officer, LTJG Grover, was an admirer of the late President Kennedy. He had read and reread books both by and about President Kennedy, and was continually looking for ways to behave in the Kennedy manner in the leadership situations he (Grover) encountered as a naval officer.

Which statement correctly describes the way in which the Kennedy role model influenced this young officer's behavior?

a. The officer recognized that President Kennedy had established a place in the annals of naval history.

b. The officer rejected his own leadership style and substituted President Kennedy's style for his own leadership style.

c. The officer patterned his leadership style after President Kennedy's.

d. The officer selected President Kennedy as an authority on leadership.

---

8. Which of the following assumptions about human nature fit Theory X?

a. Man needs security.

b. Man seeks direction.

c. Man dislikes work.

d. All of the above

Now, check your answers on page 38.

BLANK

ANSWERS TO SUMMARY POST-QUIZ

1. d
2. a-1, 5, 7; b-2, 3, 4, 6
3. a
4. a
5. b
6. a
7. c
8. d

This is the end of Part Seven, Segment III.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style: The Leader

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

PROGRESS CHECK

Question 1.

From the following statements select the one which identifies the factors involved in the early confusion surrounding research in the study of leadership.

a. Early research in the study of leadership was concerned with the role of the follower and his influence on the leader rather than leadership style.

b. An element of confusion in the earlier studies of leadership was the failure to distinguish between the process of leadership and the leader involved in that process.

c. Early research in the study of leadership was confused as to the relative importance of leadership training and the social climate surrounding the leader.

d. All of the above

Question 2.

Which correctly describes the change in focus by researchers on the determiners of leadership style?

a. Changed from studying leader's performance characteristics to studying the varying performance of groups under different stress conditions

b. Changed from studying the social characteristics created by several styles of leadership to studying the varying performance of leaders exposed to different types of training

c. Changed from studying leaders' personality characteristics to studying the varying personality of leaders in different groups

d. None of the above

Question 3.

LTJG Stokes was asked by his Commanding Officer to assume responsibility for the publication of a weekly newsletter dealing with matters of intramural significance aboard a large carrier. The immediate task facing Stokes, who had been chosen for his demonstrated ability at task-oriented efficiency and organizational skill, was to put the publication on a predictable production schedule. Stokes analyzed the situation and decided that the problem was one that was basic to most instances of organizational inefficiency--the newsletter personnel were simply not motivated to get the job done and therefore required firmer leadership with a more identifiable cause and effect relationship assigned to their efforts or non-efforts as the case may be. Stokes established semi-weekly copy deadlines and initiated a weekly work flow chart with all staff members reporting directly to him on a more frequent basis. Some of the effects of LTJG Stokes' innovations were immediately apparent. The weekly newsletter became weekly once more and efficiency picked up markedly.

With reference to the above example, which of the following statements explains the probable cause of LTJG Stokes' initial leadership style?

a. LTJG Stokes' personality structure was of a basically democratic style.

b. LTJG Stokes' lack of expertise in the field of journalism led to the adoption of this leadership style.

c. LTJG Stokes' assumptions about human nature caused him to adopt this leadership style.

d. All of the above

Question 4.

From the following choices select the statement which correctly describes the effect the leader's job competence may have on his choice of leadership style.

a. An incompetent person is more apt to take risks in order to accomplish the task and therefore tends toward a democratic style of leadership.

b. The competent person is secure in his perception of self-concept and identification and therefore tends toward a democratic style of leadership.

c. A competent person may tend to display an authoritarian leadership style while an incompetent person may tend to delegate authority more freely in the hope that somehow the job will get done.

d. Both a and c

Question 5.

From the following statements select the one which correctly describes the way in which role models may influence leadership style.

a. Role models influence leadership style through the establishment of clearly defined roles and regulations regarding leadership conduct.

b. Role models establish recognizable patterns of desired conduct which may later be reflected in leadership styles.

c. Ultimate leadership styles often reflect the influences of an individual's parents, teachers, ministers, peers, and seniors who have served as role models.

d. Both b and c

Question 6.

Select from the following choices the statement which correctly describes the effect that functional specialty may have on leadership style.

a. Structured tasks such as production-oriented assignments require task-oriented leaders who would tend toward authoritarian style.

b. Research has indicated that leadership style is constant and will not change noticeably even though the function is altered.

c. Unstructured tasks such as basic research require a relationship-oriented leader who would be inclined toward democratic style.

d. Both a and c

Question 7.

From the following choices select the statement(s) which describe(s) the effect that stress may have on leadership style.

a. Whether a task-oriented or a relationship-oriented leader is best under stressful conditions is dependent upon the situation.

b. Stressful conditions tend to compel a leader to become more relationship-oriented.

c. Stressful conditions tend to produce laissez-faire leadership styles.

d. All of the above

Question 8.

Which correctly describes the effect that adoption of Theory X may have on leadership style?

a. The leader who adopts Theory X has a greater tendency to be autocratic.

b. The leader who adopts Theory X has a greater tendency to be democratic.

c. The leader who adopts Theory X has a greater tendency to establish conditions based on mutual understanding.

d. The leader who adopts Theory X has a greater tendency to act in a laissez-faire manner.

Question 9.

Which correctly describes the effect that adoption of Theory Y may have on leadership style?

a. The leader who adopts Theory Y has a greater tendency toward task-oriented leadership style.

b. The leader who adopts Theory Y has a greater tendency to be autocratic.

c. The leader who adopts Theory Y also believes that he must coerce, control, direct and even threaten his subordinates to get them to put forth adequate effort toward achievement of organizational objectives.

d. The leader who adopts Theory Y has a greater tendency to establish conditions based on mutual understanding.

Question 10.

From the following choices select the statement which correctly describes the relationship of Theories X and Y to the leadership continuum.

a. The style of the leader who subscribes to Theory X tends to fall on the authoritarian side of the continuum.

b. The style of the leader who subscribes to Theory Y tends to fall on the democratic side of the continuum.

c. The style of the leader who subscribes to Theory X tends to fall on the democratic side of the continuum.

d. Both a and b

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT III

REMEDIATION TEXT Syndactic Text Vol VII-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Summary Pages 1-2
2	d	Summary Pages 1-2
3	c	Summary Pages 2-6
4	b	Summary Page 3
5	d	Summary Page 5
6	d	Summary Pages 7-8
7	a	Summary Pages 8-9
8	a	Summary Pages 5-7
9	d	Summary Pages 5-7
10	d	Summary Pages 5-7
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style: The Group and the Situation

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The true way to be popular with troops is not to be free and familiar with them, but to make them believe you know more than they do."

W. T. Sherman

The style of leadership used by a leader is the result of the interaction of the leader, the group he leads, and the situation in which they are interacting. Having examined the input of the leader to that interaction, we can now examine the other two inputs, the group and the situation. The organization, composition, purpose, and internal relations of the group all exert influence on the style the leader should adopt; each of these is examined for its effect. The situation, whether stress or nonstress, will greatly influence both the leader and the group--particularly a military group. Hence the effect of stress on a situation is examined. Other situational aspects, such as the leader's position power and the nature of the group task, are also studied to show how they too bear on the style of leadership. It can be readily seen that the leader's style may vary greatly as he proceeds through his daily activities. Also worthy of close examination is the natural tendency of a person to seek the esteem and affection of his associates. The leader may well desire to be popular with his followers. But if he actively

seeks popularity, he may be risking failure as a leader. The military leader is often faced with giving orders unpopular with his followers but essential to mission accomplishment. If the leader strives for popularity, he will find it most difficult to issue necessary orders. Studies show that military effectiveness tends to be inversely related to leader popularity. The leader therefore must concern himself more with effective leadership and earning the respect of his subordinates than with popularity.

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

Summary 1

Groups

Background

The trait approach to leadership study was emphasized in early research in an attempt to explain leadership in terms of special qualities of the leader himself--his charisma--intelligence--courage--honesty--etc. However, there is a definite weakness in the trait theory. The major deficiency in the trait approach to leadership was its conception of the "traits" of the leader without reference to either the varying nature of leadership roles or the functions they were to fulfill. There were few attempts to treat the characteristics of the leader as they are perceived by other group members within a given setting.

Since 1940, researchers Fiedler, Bass, Julian, Hollander and others have been concerned with group dynamics--interpersonal relationships--as they affect leadership.

Leadership is now rightly considered to be a dynamic process which occurs within organic groups. Further, we should be aware that leadership is affected by changing personal factors as well as by changing situations.

Effective leadership style varies along a continuum from strict authoritarian style to a democratic style.

Relative position on that continuum varies according to the structure of the follower group and the circumstances of the situation at any given point in time.

Thus, effective leadership style for one group activity may be both ineffective and inappropriate in a different activity.

Organization Context of Groups

Without a group, there can be no leader. An understanding of leadership requires that something be known about the group which the leader directs.

The formal group organization exists for some definite purpose--generally, this purpose is the furthering of the goals of the parent organization. The organization is a significant aspect of the environment within which the group operates. For example, the division aboard a ship is a group under the leadership of the division officer and operates within the organization of the ship.

Informal groups within a formal organization may or may not further the goals of the formal organization. While the formal organization structure may create status positions on a functional basis, the informal structure may accept a status hierarchy different from the formal. For example, differences in personality, technical ability, or experience as perceived by his co-workers, may produce a situation where an individual's status does not correspond to the position status of the formal organization. A Chief Warrant Officer with years of proven technical experience

may be informally recognized as the real leader of a shipboard division, even though the division officer is a young ensign.

The practical implications of group activity in shipboard life have already been mentioned. The need for effective leadership--in this diversity of groups--also should be understood. A midshipman could be effective as a Battalion Commander of a higher staff--but not necessarily effective when appointed Squad Leader. The interactive aspects of the leader--the group--the situation--all still apply as basic factors which determine leadership style in all levels within an organization. This is just as true for a flag officer as it is for a junior officer.

Classification of Groups

In addition to classifying groups as formal and informal we can also identify groups as being either homogeneous or heterogeneous. While there are no truly homogeneous or heterogeneous groups we are still able to classify groups according to major commonalities among the members or basic differences among members.

If you were to analytically examine a group of sailors, you probably would discover more differences than similarities--in spite of what first appears to be a group identity. For our purposes we can class a group as homogeneous when there are major common features within the group. For example, plebes as a group, are about the

same age, receive the same pay, wear similar uniforms, have knowledge of naval affairs, and have common objectives at the Academy. We may consider them a homogeneous group.

On the other hand, we can classify a group as heterogeneous when there are no major common features within the group. Thus, as graduation approaches, we find that midshipmen vary widely in academic knowledge, in rank attained in the Brigade, and in future goals. The leadership implications in heterogeneous/homogeneous situations suggest that a leader can experience some degree of difficulty in bringing a common objective to focus in a heterogeneous group--that it can be easier to accomplish this task with a homogeneous group.

Studies have shown that groups whose members differed widely from one another functioned effectively only when the leader-group relationship was kept formal and the leader maintained a certain aloofness that is called psychological or horizontal distance. In such a heterogeneous setting, the group atmosphere is likely to be somewhat restrained and a bit tense. The leader will obtain the best performance by maintaining a large horizontal distance. However, the atmosphere in a homogeneous group is more relaxed and the leader can move in closer or maintain a small horizontal distance. From the standpoint of group effectiveness, then, the general approach is to maintain a smaller horizontal distance with homogeneous groups and a larger horizontal distance with heterogeneous groups.

Groups can also be classified as expert or unskilled. This aspect of group make up will affect the style of leadership that will produce the most effective results.

Some groups, for example, a division of communications technicians, have a high level of job competence. In this instance, a leader without the same level of competence, relative to the job, will have to involve his subordinates in the decision-making process and assign more authority than is usual. If the leader has a high level of job competence, relative to the job, he might be inclined to lead in an autocratic manner because his subordinates have confidence in his technical ability.

Leadership style will vary according to the nature of the internal work relations of the group. The major task of the interactive group leader is coordinating the team effort. The major task of the co-acting group leader is to motivate individual training. The leader of the counter-acting group is a peacemaker (negotiator).

Leaders and Followers

Too little emphasis may have been placed on the follower role. Leaders are important--no group performs effectively without a leader. However, it may be that the follower is the most crucial factor in any leadership event. Dr. Edwin Hollander, of the State University of New York at Buffalo, has pioneered an attempt to bring about more interest in the follower role. He cites several factors which point up the importance of the follower role. One is that

followers will either accept or reject leadership in a given situation, to the benefit or detriment of the group goal.

Followers are quick to form an opinion of the leader and of the situation in which they are involved--their reactions will be in relation to these perceptions. It then follows, that followers' perceptions also will likely be dependent upon their motivations--their frames of reference--their willingness to accept the situation at hand.

Some people are followers by nature. Their ascendancy level--positive self-concept--is relatively low. Such people feel insecure, want to be led. They prefer to avoid responsibility.

There is a group of followers who choose that role. It affords them more time to pursue personal objectives. Some capable individuals avoid supervisory and administrative duties. They prefer to engage in research--writing--consulting--and other professional activities.

While followership is thought of as a passive role and leadership an active role, it is not quite appropriate to say that a follower is just someone who is not a leader. Hollander conducted a study of aviation cadets at Pensacola in an attempt to challenge the traditional view that leadership and followership were in sociometric opposition. With the homogeneous group of aviation cadets as a sample,

the correlation between cadets perceived as good leaders by their peers and cadets perceived as good followers was very high.

This brings us to another valuable consideration. Groups are made up of individuals who have specific personal, social and cultural needs. In a group setting, these individual needs interact with all other needs of the group--have a bearing on group performance. A good leader must be perceptive to personal, social and cultural aspects--to the peculiarities of the situation. He uses this information to determine an appropriate leadership style.

This is the end of Summary 1. Now, take Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Groups

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following best summarizes why the trait theory gave way to research in group dynamics and interpersonal behavior?

   a. Since traits of people studying the trait theory were different, the trait theory became too complicated.

   b. Although traits are useful tools for leadership, they can't guarantee good leadership.

   c. The trait theory neglected the influence of the group and situation, as determiners of leadership style.

   d. The trait theory didn't work because too many leaders were unaware of the role of group dynamics in leadership.

2. ENS Smith has been directed to conduct a thorough educational program on the long range effects of venereal disease. To do this, groups of off-watch personnel are mustered on the hangar deck for lectures. The composition of such groups represents a cross section of all the departments aboard ship.

Select from the following list the leadership style which ENS Smith might adopt before this heterogeneous group.

a. He will adopt a close approach in an effort to get more familiar with the men.

b. He will adopt a close approach in an effort to make the subject matter more easy to understand.

c. He will adopt a more distant approach to avoid the impression that venereal disease is a doctor's problem.

d. He will adopt a more distant approach because leading (and instructing) a heterogeneous group is difficult.

3. When ENS Stanley took over as the R Division junior officer, he was surprised to note the high degree of skills his personnel possessed. Several of the men had been journeymen in their trades in civilian life before entering the Navy. While most of them needed to adapt their skills to specific shipboard problems, many of their work tasks (such as machine shop operations, welding, etc.) were identical to their civilian experiences.

Assuming that ENS Stanley's background was such that he did not have the same practical knowledge that his men possessed, what effect might this have on his leadership style?

a. He'll probably have to operate more autocratically, since he is not as competent.

b. He'll have to balance his style about midway on the continuum, giving the subordinates some freedom, but maintaining most of the authority.

c. He'll have to be a figurehead leader and let someone else take over the division.

d. He'll have to involve his subordinates in the decision-making process and hold them responsible for task performance.

4. The Executive Officer of a DD is asked to settle a dispute--two departments of his ship appear to be in conflict. The Chief Engineer insists he cannot furnish personnel for a commissary working party, without stopping important repair work in the forward engineroom. The Supply Officer claims he needs more people than ever, because of the larger volume of bulk stores to be brought aboard. Both engineering and supply groups are working together for the good of the ship. Actions of the commissary working party are running counter to the purposes of the engineroom repairs.

How does this counteracting group situation affect the leadership style of the Executive Officer?

a. Not at all--the Executive Officer will retain his autocratic way of dealing with the situation.

b. The Executive Officer is in a difficult position and whatever decision he makes will be unpopular.

c. The Executive Officer will act as negotiator between the supply and engineering departments.

d. The Executive Officer rides the fence, hoping one or the other of the counteracting pair will accede to the other.

---

5. Which one of the following explains why some people desire to be followers?

a. People are inherently lazy and will not use their own initiative.

b. Some people do not have the traits to be leaders.

c. Some people are followers by nature and don't want to assume responsibilities.

d. Some people can do better as followers because they hate responsibility.

6. Which one of the following summarizes how different follower groups may influence your choice of leadership style?

a. As you gain more experience in your career, leadership style is bound to change, regardless of group influence.

b. Each group has its own purpose and personality patterns; therefore, you must be perceptive and responsive.

c. The larger the ship, the larger the group, the more autocratic style is needed.

d. Groups are made up of individuals; thus, a flexible leadership style is necessary.

Now, check your answers on page 14.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. d
3. d
4. c
5. c
6. b

If all your answers are correct, go to Summary 2 on p. 33.
If you missed one or more questions, turn to the next page and go through Programed Sequence 1.

Programed Sequence 1

OVERVIEW: In this programed sequence we will concentrate on the group as a determiner of leadership style. We will examine how the nature of a group affects a leader's style and investigate such group variables as homogeneous and heterogeneous group structure. We will also study the characteristics of leaders and followers in reference to group effectiveness.

---

1 The trait approach to leadership has been emphasized in early research as an attempt to explain leadership in terms of special qualities of the leader himself--his charisma--intelligence--courage--honesty--etc. However, there is a definite weakness in the trait theory. Even if it were possible to precisely define significant traits, this would explain only a small portion of leader performance. The trait theory significantly gives scant attention to the influence of the group and the situation upon leadership style.

Select the statement most appropriate to the trait approach to leadership study.

a. The trait approach to leadership study has provided the most useful explanations of leadership style to date.

b. Through the trait approach we are able to precisely define the factors which determine leadership performance.

c. There is a major deficiency in the trait approach in that it does not consider the influence of the group or the situation on leadership style.

d. The main weakness in the trait approach theory of leadership is its failure to account for the effects of training on leadership style.

---

2 Interest in group dynamics and in problems of leadership as related to interpersonal behavior has received considerable emphasis in the period since 1940. Fiedler, Bass, Julian, and Hollander are but a few of the psychologists currently concerned with the role of the group (follower).

Select the statement which identifies the shift in emphasis in the study of leadership style since 1940.

a. Since 1940, emphasis in leadership study has shifted from the traits of the leader to the traits of the followers.

b. Since 1940, leadership study has emphasized interaction between the leader and the group.

c. The current emphasis in leadership study is directed toward the roles played by leaders and followers.

3 Leadership style results from the interactive aspects of the leader, the follower (group), and the situation. The style may vary between the authoritarian and democratic dimensions of the model. What may be an effective style for one condition, may not be effective under different conditions.

How does the interactive aspect of group/leader activity affect leadership style?

a. Since leadership style varies according to the nature of the follower group and the circumstances of the situation at a given time, effective leadership style for one group activity may not be effective in a different activity.

b. As a result of interaction between the leader, the group and the situation, leadership style may vary between authoritarian and democratic styles depending upon the specific factors present.

c. The relative position of a given leader's style on the leadership continuum model determines the level of interaction between the leader, the group and the situation.

d. Both a and b

4 Most formal groups in real life exist for the purpose of furthering the goals of the parent organization. The organization is a significant aspect of the environment within which the group operates. For example, the division aboard the ship is a group under the leadership of the division officer and operates within the organization of the ship.

For what purpose does a formal group organization generally exist.

a. A formal group exists for the purpose of furthering the goals of the parent organization.

b. Formal groups serve to identify the structural relationships between various components of a larger organization.

c. Formal group structure exists to clarify relationships between leaders and followers.

d. None of the above

5 Informal groups (within a formal organization) may or may not further the goals of the formal organization. Status refers to an individual's position in relation to other group members. It exists only in relation to others. While the formal organizational structure may create status positions on a functional basis, the informal structure may accept a status hierarchy different from the formal. For example, differences in personality, technical ability, or experience as perceived by his co-workers, may produce a situation where an individual's status does not correspond to the position status of the formal organization. For example, the Chief Warrant Officer with years of proven technical experience may be informally recognized as the real leader of a shipboard division, even though the division officer is a young ensign.

What can be said about informal groups within a formal organization?

a. Informal groups strengthen the formal organization structure.

b. The presence of an informal group in a formal organization is essential to the maintenance of group solidarity.

c. Informal groups may or may not further the goals of the formal organization.

6 Shipboard settings abound with task-group activities: watch teams, gun crews, working parties, mess cooks, side-cleaners, boat crews, radio gangs, honor guards, anchor details. All of these and many more illustrate that small group activity, task-oriented, is a functional part of the shipboard life. While the responsibility of the leader increases as one ascends the organizational hierarchy, the interactive aspects of leader, group, and situation permeate to many levels within the organization. Division officer leadership and petty officer leadership are vitally important to the Navy due to the many operating settings in which the leader-group process functions.

Select the statement which describes the practical implications and importance of groups in leadership study.

a. Since small group activity permeates all levels of organizational activity, the interactive aspects of the group with the leader and the situation are basic determiners of leadership style.

b. Groups provide the context within which a leader's skill at his job is measured.

c. Most Navy activity is task-oriented as is small group activity, therefore understanding groups provides a basis for selecting leadership styles.

7 In addition to classifying groups as formal and informal we can also identify groups as being either homogeneous or heterogeneous. While there are no truly homogeneous or heterogeneous groups we are still able to classify groups according to major commonalities among the members or basic differences among members.

Select the statement which correctly defines homogeneous and heterogeneous groups.

a. A group is homogeneous when there are recognizable major common features within the group while heterogeneous groups have no major commonalities such as a group selected at random from a mixed population.

b. Homogeneous groups consist of highly trained specialists while heterogeneous groups generally consist of raw recruits.

c. Heterogeneous groups are composed of like individuals while homogeneous groups are composed of unlike individuals.

d. None of the above

8 Fiedler conducted a series of experiments on leadership style with homogeneous and heterogeneous groups. He introduced the term horizontal distance to refer to the apparent distance a leader maintains with his group. The results of this research indicated that a leader could assume a much closer approach when leading an homogeneous group, but had to change his leadership style (increase his horizontal distance) when leading the heterogeneous group.

Select the statement which describes the leadership implications of homogeneous/heterogeneous group situations.

a. Heterogeneous groups are easier to work with than homogeneous groups.

b. The leadership implications in heterogeneous/homogeneous situations suggest that a leader can experience some degree of difficulty in bringing a common objective to focus in a heterogeneous group and that it can be easier to accomplish this task with a homogeneous group.

c. Homogeneous groups function best when leader-group relations are kept formal while heterogeneous groups function best when there is a short horizontal distance between the leader and the group.

9 Groups can also be classified as expert or unskilled. This aspect of group make up will affect the style of leadership that will produce the most effective results.

Some groups, for example, a division of communications technicians, have a high level of job competence. In this instance, a leader without the same level of competence, relative to the job, will have to involve his subordinates in the decision-making process and assign more authority than is usual. If the leader has a high level of job competence, relative to the job, he might be inclined to lead in an autocratic manner because his subordinates have confidence in his technical ability.

What choice of leadership style would be most appropriate to the training of recruits undergoing basic training?

a. Democratic

b. Relationship oriented

c. Shared leadership

d. Autocratic

10 Leadership style will vary according to the nature of the internal work relations of the group. The major task of the interactive group leader is coordinating the team effort. The major task of the co-acting group leader is to motivate individual training. The leader of the counteracting group is a peacemaker (negotiator).

Match the group classification on the left with the appropriate leadership role on the right.

a. Interacting group	1) Negotiator
b. Co-acting group	2) Coordinator
c. Counteracting group	3) Motivator

11 It may be that the follower is the most crucial factor in any leadership event. Dr. Edwin Hollander, of the State University of New York at Buffalo, has pioneered an attempt to bring about more interest in the follower role. He cites several factors which point up the importance of the follower role.

1) Followers accept or reject leadership.

2) Followers perceive both the leader and situation, and react in terms of what they perceive.

3) Followers' perceptions may be a function of their motivation, their frame of reference, their readiness.

Select the statement which indicates the effects that followers as individuals have on leadership style.

a. No group performs effectively if followers are not able to influence the leader's behavior.

b. Followers set the range of acceptable leadership styles that a leader may choose from.

c. Followers may accept or reject a leader and their opinions of the leader's style and the situation will determine the group's level of motivation and job commitment.

---

12 Some personnel are followers by nature. They are lacking in positive self-concept and feel insecure. These people want to be led. They do not want to assume a great deal of responsibility. Others (not representative of military) choose to be followers because it affords them more time to pursue personal objectives, e.g., many teachers and professors shy away from assuming administrative duties so that they may engage in research, writing, consulting, and other professional activity.

Select the statement which indicates the reasons why some people desire to be followers.

a. Some individuals choose to be followers because it affords them more time to pursue personal objectives.

b. Some people desire to be followers because they are insecure.

c. Some individuals choose to be followers because they feel incapable of assuming administrative duties.

13 While followership is thought of as a passive role and leadership an active role, it is not quite appropriate to say that a follower is just someone who is not a leader. Hollander conducted a study of aviation cadets at Pensacola in an attempt to challenge the traditional view that leadership and followership were in sociometric opposition. With the homogeneous group of aviation cadets as a sample, the correlation between cadets perceived as good leaders by their peers and cadets perceived as good followers was very high.

What conclusion can be drawn from the results of Hollander's study?

a. Leadership qualities and follower qualities are in sociometric opposition.

b. It is incorrect to assume that a person perceived as a follower is necessarily passive.

c. There is little difference between the personalities of leaders and followers.

d. An appropriate definition for a follower is someone who is not a leader.

14 Groups are made up of individuals who have specific personal, social and cultural needs. In a group setting, these individual needs interact with all other needs of the group--have a bearing on group performance. A good leader must be perceptive to personal, social and cultural aspects--to the peculiarities of the situation. He uses this information to determine an appropriate leadership style.

Select the statement which describes how group factors affect leadership style.

a. An effective leader must be responsive to the personal, social and cultural aspects of the individuals in his group as well as to the peculiarities of the situation when determining an appropriate leadership style.

b. If a leader chooses a style which is unpopular with group members then he will probably fail to accomplish the mission.

c. The nature of the group is the single most important factor in determining group effectiveness.

d. All of the above

This is the end of Programed Sequence 1. Now, turn to the next page and take the Quiz.

Summary Post-Quiz 1

Groups

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following explains why some people desire to be followers?

a. Some people are followers by nature and don't want to assume responsibilities.

b. Some people do not have the traits to be leaders.

c. People are inherently lazy and will not use their own initiative.

d. Some people can do better as followers because they hate responsibility.

---

2. Which one of the following best summarizes why the trait theory gave way to research in group dynamics and interpersonal behavior?

a. Although traits are useful tools for leadership, they can't guarantee good leadership.

b. The trait theory didn't work because too many leaders were unaware of the role of group dynamics in leadership.

c. Since traits of people studying the trait theory were different, the trait theory became too complicated.

d. The trait theory neglected the influence of the group and situation, as determiners of leadership style.

3. The Executive Officer of a DD is asked to settle a dispute--two departments of his ship appear to be in conflict. The Chief Engineer insists he cannot furnish personnel for a commissary working party, without stopping important repair work in the forward engineroom. The Supply Officer claims he needs more people than ever, because of the larger volume of bulk stores to be brought aboard. Both engineering and supply groups are working together for the good of the ship. Actions of the commissary working party are running counter to the purposes of the engineroom repairs.

How does this counteracting group situation affect the leadership style of the Executive Officer?

a. Not at all--the Executive Officer will retain his autocratic way of dealing with the situation.

b. The Executive Officer will act as negotiator between the supply and engineering departments.

c. The Executive Officer rides the fence, hoping one or the other of the counteracting pair will accede to the other.

d. The Executive Officer is in a difficult position and whatever decision he makes will be unpopular.

4. Which one of the following summarizes how different follower groups may influence your choice of leadership style?

a. Each group has its own purpose and personality patterns; therefore, you must be perceptive and responsive.

b. As you gain more experience in your career, leadership style is bound to change, regardless of group influence.

c. Groups are made up of individuals; thus, a flexible leadership style is necessary.

d. The larger the ship, the larger the group, the more autocratic style is needed.

---

5. ENS Smith has been directed to conduct a thorough educational program on the long range effects of venereal disease. To do this, groups of off-watch personnel are mustered on the hangar deck for lectures. The composition of such groups represents a cross section of all the departments aboard ship.

Select from the following list the leadership style which ENS Smith might adopt before this heterogeneous group.

a. He will adopt a close approach in an effort to make the subject matter more easy to understand.

b. He will adopt a more distant approach to avoid the impression that venereal disease is a doctor's problem.

c. He will adopt a more distant approach because leading (and instructing) a heterogeneous group is difficult.

d. He will adopt a close approach in an effort to get more familiar with the men.

6. When ENS Stanley took over as the R Division junior officer, he was surprised to note the high degree of skills his personnel possessed. Several of the men had been journeymen in their trades in civilian life before entering the Navy. While most of them needed to adapt their skills to specific shipboard problems, many of their work tasks (such as machine shop operations, welding, etc.) were identical to their civilian experiences.

Assuming that ENS Stanley's background was such that he did not have the same practical knowledge that his men possessed, what effect might this have on his leadership style?

a. He'll have to be a figurehead leader and let someone else take over the division.

b. He'll have to involve his subordinates in the decision-making process and hold them responsible for task performance.

c. He'll have to balance his style about midway on the continuum, giving the subordinates some freedom, but maintaining most of the authority.

d. He'll probably have to operate more autocratically, since he is not as competent.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. a
2. d
3. b
4. a
5. c
6. b

Now, go to Summary 2 on page 33.

Summary 2

Situational Influences and Leader Popularity

Situational Influences

There are many varieties of situations which may have an impact on a leader's style. For our purposes we may reasonably consider situations in two broad categories: stress and nonstress situations.

A leader's style will change as he moves from an emergency situation to a routine situation. Under combat conditions--in direct contact with enemy fire--the military leader will probably employ autocratic style. There is no time to seek advice--to allow subordinates a participative voice in the decisionmaking. The combat leader needs to demonstrate his authority--make decisions--lead--this is exactly what subordinates expect of him. If the leader is moved to a conference situation and becomes a chairman, then his leadership style can change to a more democratic or permissive attitude wherein he can permit his subordinates to give advice, participate heavily in the decision-making process, and even allow them to make the decision.

Three specific group-situational factors are likely to affect the degree of influence which the leader will have over group behavior. They are the: (1) leader's position power, (2) structure of the task, and (3) interpersonal relationship between leader and members. It is important to understand the dimensions based on these group-task situational factors. They provide the framework of Fiedler's

contingency model which will be discussed later. By position power, we mean the degree to which the position itself enables the group members to comply with and accept the leader's direction and leadership. The leader's style of interacting with subordinates is affected by the degree to which he can wield power and provide sanctions. A leader's position power can be measured on some scaling device--or you can merely classify power as high or low.

Gold braid in the Navy is symbolic of position power--the more braid, the more position power. An admiral is more influential than a division officer, because of the perceived differences in position power between an admiral and a division officer. However, the leader in the high position power may not be able to motivate his subordinates to perform better. High power makes the leader's job easier--his group will perform more readily, but not necessarily better.

The high power leader is in an advantageous position; but indications from research studies imply that the interpersonal relationship between a leader and group members has a more important effect on group performance. Even a position power is likely to vary. The Captain aboard ship is one position. After his ship is sunk the Captain is an entirely different position. The Captain's basis for power is his ship. When it has been removed from him, his ability to provide sanctions has been reduced.

The second important dimension of the group situation is the structure of the task itself. Tasks vary. The policy and decision-making tasks of the Type Commander's staff requires different leadership attitudes than the tasks of operating a ship. Tasks may be highly structured or unstructured. It is this structured versus unstructured feature of the task which bears consideration, rather than skill or other requirements. A leadership style effective for the highly structured task may not be effective when the task is unstructured.

A leader with high position power is not required for supervision of a group engaged in a highly structured task. The leader's influence is implied in the instructions inherent in the task. An enlisted man may prove very capable as a leader when the task elements are spelled out in detail. But, the same enlisted man might be ineffective if the task were unstructured. Conversely, the nature of the highly unstructured task dilutes, rather than supports, the leader's position power. It is more difficult--more challenging--for a leader to carry out an unstructured task than it is for him to carry out a structured task.

The organization having a structured task is able to provide the leader with power--irrespective of whether the leader occupies a high or low position. Therefore,

in providing a leader with influence, it may be that task structure is more important than position power.

The final factor in the group task situation is the interpersonal relationship between the leader and his subordinates. Research studies indicate that the relationship between the leader and subordinates is probably the most important single element in determining the leader's influence. It should be apparent to all that the leader who is well liked, accepted and trusted by his followers will find it easy to influence them.

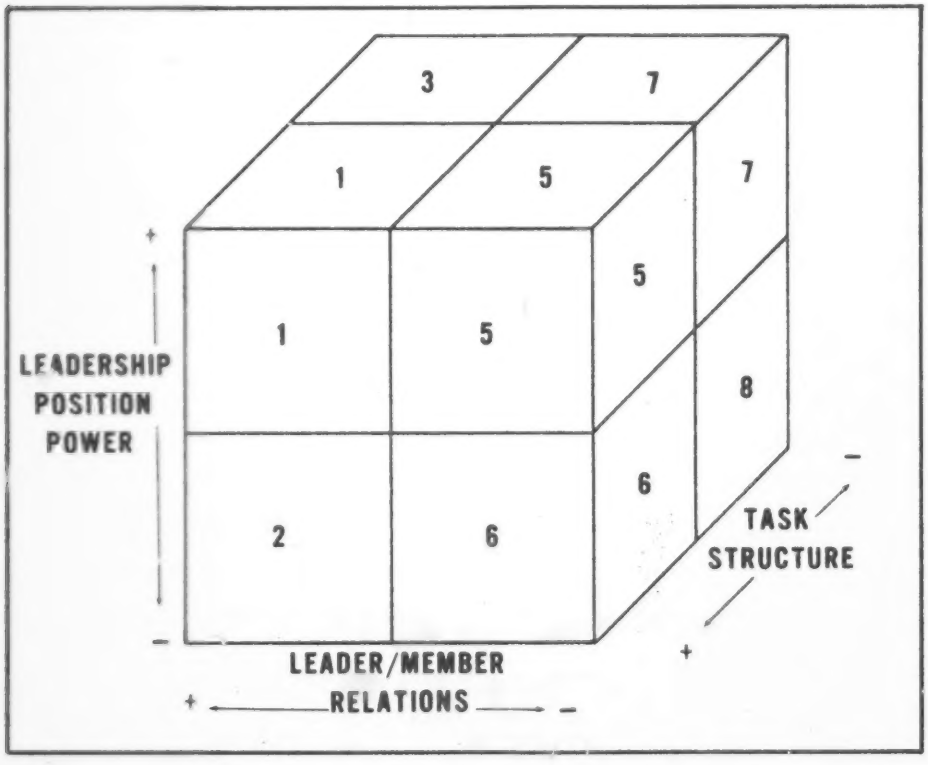


Figure 1. Fiedler Contingency Model

Figure 1 illustrates the Fiedler contingency model which relates the situational variables of position power--task structure--and quality of leader-member relations. The model may be likened to a 2 x 2 x 2 matrix, with a high and low category for each dimension, totaling eight cells. Cell 1 contains good leader-member relations--high task-structure--strong position power. Cell 8 on the other hand represents a situation with an unstructured task--poor leader/member relations--a leader with little position power. With this model, researchers have studied a variety of military group situations which fit the variable of the different cells in the model. Results support the hypothesis that authoritarian leadership style is more effective in highly structured (i.e., combat) situations. Also, relationship-oriented, relaxed, friendly leadership is more effective in unstructured task situations. Fiedler admits that the dynamics of why such results have been obtained is a stubborn and difficult problem. A military leader faces a variety of situations; he must be flexible and able to alter his leadership style to meet the changing situations. He must also be able to appropriately alter a situation so that it fits his most natural leadership style. Being a military leader poses problems of training men--preparing them for combat situations.

Leader Popularity

The necessities of the mission, and the ultimate benefit to the men themselves, frequently require actions which are

certain to make a leader something less-than-popular with the crew. The leader's popularity is, however, completely secondary. He must think in terms of the effectiveness of his unit--its degree of combat readiness.

Respect is important. Subordinates must respect the constituted authority of the organization. This does not mean that subordinates must like leaders. In fact, you can have a great deal of respect for an individual, but actually dislike him. On the other hand, subordinates may like a leader without actually respecting him. The division officer who jokes with the men--relieves them early every day--is hardly one to be disliked. However, you may not respect that same leader if he is inept or incompetent at his job. A study of aircraft bomber crews some years ago pointed to the same conclusion; namely, that popularity is not related to respect or technical performance. The popularity of the formal leaders of these crews probably was based in part on the leader's acceptance of less-than-outstanding performance. Military leaders should strive to preserve their own respect and that of their subordinates, even at the risk of being disliked. Being popular does not motivate subordinates to effective performance.

In conclusion, it should be remembered that a leadership style appropriate for one set of conditions, may not be appropriate for another set.

Military leaders must be flexible and able to change their styles along the authoritarian-democratic continuum

as the situational aspects and group relations change. Though leader position power, the degree of task structure, and leader subordinate relations constitute the basic dimensions of the Fiedler contingency model, the leader-subordinate relationship is probably the most important dimension. To achieve success, the leader must be followed by the group. The group's response in following the leader strengthens the leader and encourages him to lead. Successful leadership reinforces the leader, and effective leadership depends on reinforcing the followers. The leader-subordinate relationship wherein the leader operates from positions of status and esteem with his followers, gives him flexibility in his style. Leadership is not a popularity contest. Successful leadership is dependent upon an accurate evaluation of the group, the situation and the leader. An understanding of the inter-relatedness of this triad of leadership is essential. Although this Segment has dealt with "The Group," when faced with the practical application of leadership, all three elements of the leadership triad must be considered.

Now, take Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Situational Influences and Leader Popularity

Answer the following questions as indicated in your Student Guide.

---

1. LT Riley is the skipper of a PGM that has just taken a direct rocket hit at the waterline. His boat is in imminent danger of sinking and the crew faces certain death or capture. LT Riley must take prompt, appropriate action.

In this situation what type of leadership style is LT Riley most likely to adopt?

a. Participative

b. Democratic

c. Autocratic

d. Laissez-faire

2. A young ensign has been given the collateral duty of organizing a program for a dependents' cruise. To be considered are sickbay, food, tours, demonstrations, safety, souvenirs, photographs, and hand-out materials. Each division assigns one man to a steering committee which will plan for the cruise.

In that situation, which style of leadership should the ensign use?

a. Since the crew is emotionally involved because their dependents will be on the cruise, the ensign should adopt an authoritarian style.

b. Since the crew is emotionally involved because their dependents will be on the cruise, the ensign should adopt a democratic style.

c. The ensign's style should follow the desires of the Captain.

d. The ensign should not be influenced by the situation; he should develop the plan according to his own natural style.

---

3. Aboard ship, the Captain's power is second to none. He has the authority to provide sanctions which no other officer has.

In this capacity, as compared to the Executive Officer's function, which leadership style can the Captain use?

a. He can be more relaxed than the Executive Officer because of his higher position power.

b. He can be more autocratic than the Executive Officer because of his higher position power.

c. He can be more conservative than the Executive Officer because of position power.

d. He can be more liberal than the Executive Officer because of position power.

4. Which of the following correctly states the position of a leader who is task-oriented and desires also to be popular with his subordinates?

a. A task-oriented leader cannot be popular with subordinates.

b. A task-oriented leader should not think of his popularity with subordinates; he should think only in terms of the effectiveness of his unit.

c. A task-oriented leader will be popular with subordinates because they know he is consistent.

d. The leader who can improve his popularity with subordinates will also improve their efficiency at unpopular tasks.

---

5. ENS Evans is a likable young officer. He always has a smile, sometimes goes on liberty with the men, takes a rather casual attitude toward their performance of duty, and doesn't appear to take life too seriously. After three months on board, some chief petty officers comment about ENS Evans. One says, "I can't help but like him, but I don't respect him the way I do other officers."

What does the chief mean by his statement that he likes, yet doesn't respect ENS Evans?

a. The chief does not respect ENS Evans' authority, even though he likes him.

b. The chief feels that ENS Evans is lacking in basic skills.

c. The chief feels ENS Evans is not striving to preserve the respect of his subordinates.

d. The chief feels ENS Evans is settling for less-than-outstanding performance in order to be popular with the men.

Now, check your answers on page 44.

BLANK

ANSWER TO SUMMARY PRE-QUIZ 2

1. c
2. b
3. b
4. b
5. d

If you missed one or more questions, turn to the next page and go through Programed Sequence 2.

Programed Sequence 2

Situational Influences and Leader Popularity

1 A systematic classification of situations which predict leadership has not been developed, and may never be developed. There are too many varieties of situations which may have impact on a leader's style. Also, there probably could not be total agreement on which situations really do influence a leader's style. However, for our purposes we may reasonably consider situations in two broad categories: stress and nonstress situations (emergency and routine).

Which one of the following best describes the preferred way to classify types of situations?

a. No clear-cut system of classifying situations which may affect a leader's style, has been devised.

b. All situations may be classified according to their perception by the followers.

c. Stressful situations can be classified, but routine situations cannot.

d. Routine situations can be classified, but stressful situations cannot.

2 As a situation changes, or as a leader goes from one situation to another, the leadership style which will promote the most effective group performance will change. A leader in a combat situation will probably lead in an autocratic style because there is no time to ask for advice and allow subordinates extensive participation in decisionmaking. Ultimately, authority to act, make decisions, lead, etc., rests with the leader. Consider a routine situation such as chairing a planning conference. The leader's style changes to a more democratic or permissive form. The democratic leader permits his subordinates to give advice, participate in the decision-making process, and, in some case, make the decision.

What aspect of a situation determines whether a leader adopts an autocratic or democratic style?

a. The choice of leadership style depends upon the degree to which group members are willing to participate in the decision-making process.

b. The choice of an effective leadership style depends on the requirements of the situation and the nature of the risks involved in various decisions.

c. The choice of leadership style depends upon the amount of authority vested in the leader.

3 The leader's style of interacting with his subordinates (followers) will be affected by the degree to which the leader can wield power and provide sanctions. His position power (high or low) is a situation variable. (Fiedler, p.23) In the Navy, for example, the more gold braid, the higher the authority or position power. Given two situations, an inspection by the admiral and an inspection by the division officer, group performance will be influenced by the difference in the perceived positions of power in the two situations.

Select the statement which describes the factors which determine the amount of position power a leader has.

a. Position power is related to the degree of confidence group members have in a leader's capabilities.

b. Position power is determined by the degree to which a leader can provide reinforcement or punishment.

c. Position power is affected by type of interaction present between leader and subordinate (positive or negative) and the leader's popularity with his group.

d. None of the above

4 The high position power leader is in an advantageous position; but indications from research studies imply that the interpersonal relationship between a leader and group members has a more important effect on group performance. The same leader's position power can vary in different situations, e.g., the Captain of a ship has less power to apply sanctions to a shipwrecked crew than he does when commanding the men at sea. Having lost his ship, the Captain's basis for being their appointed leader has been reduced (because his ability to provide sanctions has been reduced). Unless he can lead them to safety, the men will disregard his efforts to provide sanctions and look to some emergent leader for guidance.

Select the factor which has the greatest effect in determining the degree of a leader's influence over group behavior and performance.

a. Status (rank)

b. The nature of the situation

c. The interpersonal relationship between a leader and group members

d. The nature of the task

5 The leader's style of interacting with the group will be affected by the task structure. The task is a situation variable.

Tasks may be highly structured or unstructured along the continuum.

A leadership style effective in a highly structured task is not effective when the task is moderately unstructured.

From the following situations select the best example of a structured situation.

a. A combat bombing mission

b. A discussion conference

c. Personnel briefing

d. Research tasks

6 A leader with high position power is not required for supervision of a group engaged in a highly structured task. The leader's influence is implied in the instructions inherent in the task. An enlisted man may prove very capable as a leader when the task elements are spelled out in detail. But, the same enlisted man might be ineffective if the task were unstructured. Conversely, the nature of the highly unstructured task dilutes, rather than supports, the leader's position power. It is more difficult--more challenging--for a leader to carry out an unstructured task than it is for him to carry out a structured task.

A Mobile Mine Assembly Team has been directed to get a mine ready for laying. The checkoff lists for this operation are extremely detailed; thus, there is no doubt about the sequential nature of the tasks.

In what manner should the team leader approach this situation?

a. Democratic

b. Relationship-oriented

c. Task-oriented

d. Innovative

7 Combat conditions are task-oriented to the authoritarian dimension on the continuum model. This does not negate the importance of the leader's personality. A leader who is liked, accepted, and trusted by his followers will find it easy to make his influence felt. A highly structured task situation enables a leader to maintain control over the process at every step. The organization can back up the leader if someone gets out of line. The lives of the members of the organization depend upon each man doing his job right.

What is the probable effect of task structure during a submarine diving mission where task assignments are loose?

a. Since the task requires a structured situation and assignments are loose, officers with normally high position power will lose power and be forced to depend on petty officers to maintain control.

b. The normal effect of a structured task will be negated and lower-ranking leaders will lose power.

c. The task will become unstructured requiring a leader with high position power to maintain control.

d. Both b and c

8 The final factor in the group task situation is the interpersonal relationship between the leader and his subordinates. Research studies indicate that the relationship between the leader and subordinates is probably the most important single element in determining the leader's influence. It should be apparent to all that the leader who is well liked, accepted and trusted by his followers will find it easy to influence them.

Select the factor which probably has the greatest effect on determining the leader's influence.

a. The interpersonal relationship between the leader and subordinates

b. The structure of the task

c. Position power

---

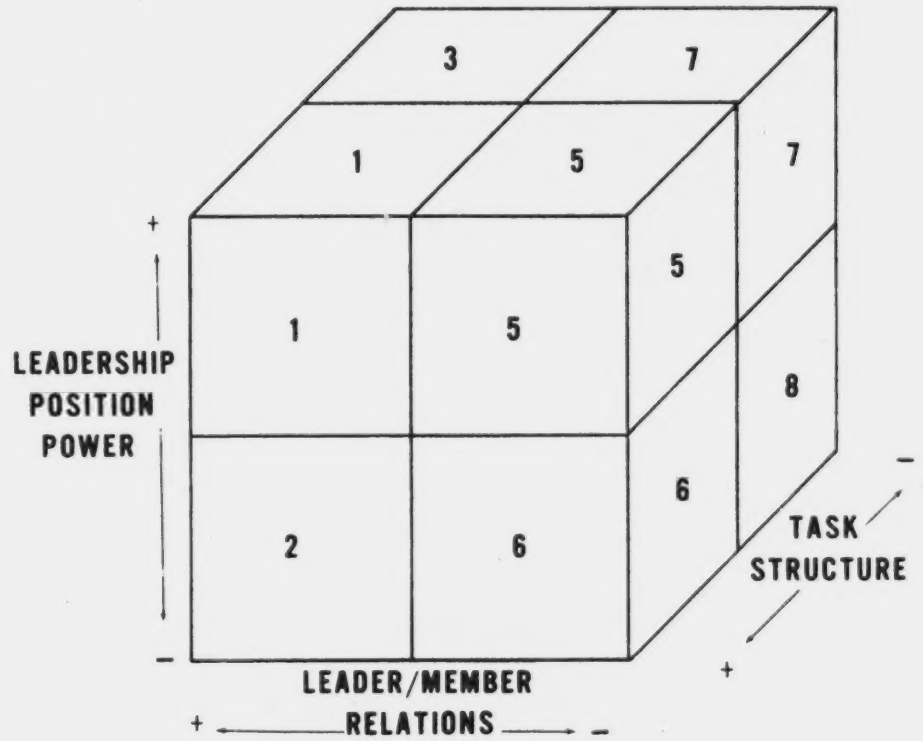
9 We have considered three specific group-situational factors that are likely to affect the degree of influence which the leader will have over group behavior. It is important to understand the dimensions based on these group-task situational factors. They provide the framework of Fiedler's contingency model.

Identify the group situational factors which can affect a leader's degree of influence over group behavior.

a. Position power, task structure, interpersonal relationships

b. The nature of the group, leader traits, follower traits

c. Position power, the nature of the group, task structure



The Fiedler contingency model relates the situational variables of position power--task structure--and quality of leader-member relations. The model may be likened to a 2 x 2 x 2 matrix, with high and low category for each dimension, totaling eight cells. Cell 1 contains good leader-member relations--high task-structure--strong position power. Cell 8 on the other hand represents a situation with an unstructured task--poor leader/member relations--a leader with little position power. With this model, researchers have studied a variety of military group situations which fit the variable of the different cells in the model.

Figure 1. Fiedler Contingency Model

10 Fiedler's contingency model relates the situational variables of position power, task structure, and the quality of leader-member liking. Tests of this model in a variety of designs (high power, high structure; high power, low structure; etc.) and with military groups result in support for the hypothesis that authoritarian leadership style is more effective under highly structured (combat) situations, while relationship-oriented leadership style is more effective under task situations that are moderately unstructured.

What is the main conclusion to be drawn from Fiedler's model of situational variables?

a. Authoritarian style is generally the most effective method in situations with unstructured tasks.

b. Authoritarian leadership styles are more effective under highly structured situation while relationship-oriented leadership style is more effective under task situations that are moderately unstructured.

c. Combat situations generally lead to high position power for the leader but poor senior subordinate relations.

11 A military leader faces a variety of situations; he must be flexible and able to alter his leadership style to meet the changing situations. He must also be able to appropriately alter a situation so that it fits his most natural leadership style.

Select the statement which indicates the quality a leader must have to meet changing situations.

a. High position power

b. Flexibility

c. The ability to alter a situation to fit his style

d. Both b and c

---

12 Problems of training military men and preparing them for combat situations necessitate placing requirements upon followers which are unpopular. A military leader should not think of his relative popularity, but rather should think in terms of the effectiveness of his unit and its degree of combat readiness.

Which factors require the most attention from a leader when training his men?

a. The interpersonal relationships he develops with his men.

b. Group solidarity

c. Unit effectiveness and combat readiness

d. Military discipline

13 Having respect for a leader, meaning respecting the constituted authority of the organization, is more important than merely liking the leader. Followers may respect a leader without actually liking him. Followers may like a leader without actually respecting him. A study of aircraft bomber crews some years ago revealed that popularity is not related to respect or technical performance. The popularity of the formal leaders of these crews probably was based in part on the leader's acceptance of less-than-outstanding performance. Military leaders should strive to preserve their own respect and that of their subordinates, even at the risk of being disliked. Being popular does not motivate subordinates to effective performance.

What is the relationship between leader popularity and technical performance?

a. The higher the level of leader popularity the higher the group performance level.

b. Leaders who are popular with their men generally enjoy a greater degree of respect.

c. If a group is able to respect their leader, then his popularity will be similarly high and the group's technical performance also will be high.

d. A group may like a leader without respecting him and respect does not imply liking. There is evidence which indicates that popularity is not related to respect or technical performance.

This is the end of Programed Sequence 2. Now, take Summary Post-Quiz 2 on the following page.

Summary Post-Quiz 2

Situational Influences and Leader Popularity

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following correctly states the position of a leader who is task-oriented and desires also to be popular with his subordinates?

   a. A task-oriented leader should not think of his popularity with subordinates; he should think only in terms of the effectiveness of his unit.

   b. A task-oriented leader cannot be popular with subordinates.

   c. The leader who can improve his popularity with subordinates will also improve their efficiency at unpopular tasks.

   d. A task-oriented leader will be popular with subordinates because they know he is consistent.

2. ENS Evans is a likable young officer. He always has a smile, sometimes goes on liberty with the men, takes a rather casual attitude toward their performance of duty, and doesn't appear to take life too seriously. After three months on board, some chief petty officers comment about ENS Evans. One says, "I can't help but like him, but I don't respect him the way I do other officers."

What does the chief mean by his statement that he likes, yet doesn't respect ENS Evans?

a. The chief does not respect ENS Evans' authority, even though he likes him.

b. The chief feels ENS Evans is settling for less-than-outstanding performance in order to be popular with the men.

c. The chief feels that ENS Evans is lacking in basic skills.

d. The chief feels ENS Evans is not striving to preserve the respect of his subordinates.

3. A young ensign has been given the collateral duty of organizing a program for a dependents' cruise. To be considered are sickbay, food, tours, demonstrations, safety, souvenirs, photographs, and hand-out materials. Each division assigns one man to a steering committee which will plan for the cruise.

In that situation, which style of leadership should the ensign use?

a. The ensign's style should follow the desires of the Captain.

b. The ensign should not be influenced by the situation; he should develop the plan according to his own natural style.

c. Since the crew is emotionally involved because their dependents will be on the cruise, the ensign should adopt a democratic style.

d. Since the crew is emotionally involved because their dependents will be on the cruise, the ensign should adopt an authoritarian style.

---

4. LT Riley is the skipper of a PGM that has just taken a direct rocket hit at the waterline. His boat is in imminent danger of sinking and the crew faces certain death or capture. LT Riley must take prompt, appropriate action.

In this situation what type of leadership style is LT Riley most likely to adopt?

a. Laissez-faire

b. Autocratic

c. Democratic

d. Participative

5. Aboard ship, the Captain's power is second to none. He has the authority to provide sanctions which no other officer has.

In this capacity, as compared to the Executive Officer's function, which leadership style can the Captain use?

a. He can be more autocratic than the Executive Officer because of his higher position power.

b. He can be more conservative than the Executive Officer because of position power.

c. He can be more relaxed than the Executive Officer because of his higher position power.

d. He can be more liberal than the Executive Officer because of position power.

Now, check your answers on page 62.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. b
3. c
4. b
5. a

This is the end of Part Seven, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style: The Group and the Situation

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

PROGRESS CHECK

Question 1.

Select the statement which correctly summarizes the reason why the "trait theory" gave way to research in group dynamics and interpersonal behavior.

a. The theory was disproved when studies revealed that many successful leaders possessed few, if any, of the traits researchers had stated were required for effective leadership.

b. The trait theory gave way because it did not offer enough variety in evaluating leaders; they all possessed all the traits listed.

c. The "trait theory" considered only factors in or about the leader and overlooked the varying nature of leadership roles and the functions of those varying roles in relation to the group.

d. All of the above

Question 2.

Select the statement which correctly describes the effect that "organization context of groups" has on leadership.

a. The organization, of which a group is a part, is a very significant aspect of the environment in which the group operates.

b. Informal groups within a formal organization never further the goals of the formal organization.

c. When considering the environment within which a group operates, the organization to which the group belongs should not be taken into account.

d. Informal groups within a formal organization always further the goals of the formal organization.

Question 3.

At Great Lakes, a temporary work detail was made up of enlisted men who had completed boot camp but were awaiting orders to proceed to their first assignments. The work party represented a cross section of Great Lakes' output. Some of the men had exhibited exceptional ability and were to go to technical schools; others were being shipped out as deck hands without further formal training. The group was hastily assembled and put to work cleaning up a large oil spill from an overturned tank truck in the road.

From the following list select the combination of characteristics of leadership style which would be best suited to the officer in charge of the group described above.

a. Autocratic behavior and much horizontal distance

b. Autocratic behavior but not much horizontal distance

c. Participatory leadership and much horizontal distance

d. Participatory leadership but not much horizontal distance

Question 4.

Select the statement which correctly describes the leadership style a leader would be apt to adopt if he has a heterogeneous group.

a. The leader would be apt to adopt a middle-of-the-road leadership style.

b. The leader would be apt to adopt a semi-participatory leadership style.

c. The leader would be apt to adopt a participatory leadership style.

d. The leader would be apt to maintain greater horizontal distance between himself and his group.

Question 5.

Select the statement(s) which best describe(s) the effect that followers, as individuals, have on the leadership style a leader adopts.

a. As individuals, the followers will have limited effect on the leadership style a leader adopts; their influence is as a group.

b. The follower is always a non-critical factor in the leader-follower relationship; leadership style is the overriding factor.

c. The need of the individual, personal, social and cultural, must be perceived by the leader as they interact with group needs and be considered in determining his style as he responds to their needs.

d. Both a and c above

Question 6.

Select the statement(s) which correctly summarize(s) how a group may affect the leader's choice of leadership style.

a. Homogeneous groups tend to promote a closer relationship on the part of the leader than do heterogeneous groups.

b. Groups which are less expert than their leader tend to promote a more autocratic style on the part of the leader than is promoted by groups equal in skill or greater in skill than their leader.

c. Internal work relations of a group tend to promote a coordinating style, a training style, or a peacemaking style on the part of the leader; the internal relations are interacting, coacting, or counteracting, respectively.

d. All of the above

Question 7.

Although he lacked a deep specific knowledge of much of the technical work involved, Marine 2-LT Hines achieved considerable success as Commanding Officer of a small, remotely located communication facility. Occasionally, his group was obliged to accomplish repairs of a type normally performed only by a higher echelon. This was the case because the facility was so remote and inaccessible that it was not always possible to replace equipment or send it back for repair. When such difficult technical problems arose, Hines would hold an informal conference among his three best technicians, an approach to the problem would be agreed upon, and repairs would be accomplished. The only time the station failed to maintain the communications required of it was on one occasion when it received instructions on short notice to provide a blind broadcast on a specific frequency at a specific time in support of an intelligence mission. As the time for the broadcast approached, a chance fire from a spilled can of kerosene disabled the only transmitter capable of providing the needed service. One of the three best technicians was present alone; he began to work on the rig, but LT Hines stopped him and hastily summoned the other two for a quick conference. Unfortunately, the conference degenerated into an argument as to the fastest way to get the transmitter back on the air. Finally, LT Hines stopped the argument and ordered the first man to continue his mode of repair. The man succeeded, but not until the time for the broadcast was past.

Select the statement which correctly describes the principle which LT Hines failed to take into account in the case described above.

a. A leader's style must allow for shifts in his position power.

b. A leadership style which is successful for nonstress situations may fail during stress.

c. Both of the above

d. None of the above

Question 8.

The day he stepped aboard a destroyer to begin a new tour of duty as Communications Officer, LTJG Foxhall was ordered by the Captain to organize a successful collection effort for the Navy Relief Fund. LTJG Foxhall was given six days in which to complete the effort, and the Captain made it very clear that he expected the ship to make a good showing. Although LTJG Foxhall was completely unacquainted with the officers and crew of the ship, he arranged for the selection of one man from each division to collect contributions and scheduled a meeting of these division representatives to supply them with pertinent handouts and provide specific guidelines and limitations for their collection efforts.

Select the statement which describes the style of leadership most appropriate for LTJG Foxhall to employ in the meeting with the division representatives.

a. Participatory and democratic
b. Authoritarian and coordinating
c. Task-oriented, participatory, and democratic
d. Coordinating, participatory, and democratic

Question 9.

Select the statement which most correctly describes how the structuring of a task can affect the style of the leader.

a. A task which is highly structured tends to negate the group members so completely that the leader has little opportunity to influence them.

b. A task which is not highly structured tends to increase the leader's power because the lack of structuring leaves the behavior of each group member more open to change and thus more open to influence by the leader.

c. A task which is highly structured tends to increase the leader's power because it allows him to pinpoint any variations from his expressed orders and effectively enables him to summon other elements of the group to reinforce those portions not responding in the way he intends.

d. A task which is highly structured tends to decrease the power of the low-ranking leaders, for the tightness of the structure makes it unnecessary for the low-ranking leaders to make any decisions as to proper conduct on the part of group members.

Question 10.

Soon after coming aboard a destroyer as Weapons Officer, LT Oxford was unofficially known as one of the most popular officers aboard. The ship was in a stateside port after a long tour of duty in the Pacific and the crew needed a well-earned rest. What they needed was a recreational sparker, and LT Oxford supplied the spark. He organized ball games, contacted the USO and secured passes to shows and sporting events, went to bat for two enlisted men who badly needed emergency leave to attend to family crises, and supplied good-natured assistance on many levels of activity outside his formal duties. His gun crews began to regard him as a sort of friendly big brother.

Select the statement which best describes the effect which LT Oxford's popularity will have on the task performance of his group.

a. LT Oxford's popularity in the stated situation results from his correct and proper performance of duty in the given circumstances. He could expect good performance from his men when the ship returns to sea.

b. Should LT Oxford later attempt to maintain or increase his popularity by lowering his standards for duty performance, any gain in popularity would be at the expense of reduced group performance.

c. Both of the above

d. None of the above

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT IV

REMEDIATION TEXT Syndactic Text - Vol VII-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1 Pages 1-2
2	a	Summary 1 Pages 2-5
3	a	Summary 1 Pages 2-5
4	d	Summary 1 Pages 2-5
5	d	Summary 1 Pages 5-7
6	d	Summary 1 Pages 2-5
7	b	Summary 2 Page 33
8	d	Summary 2 Pages 33-35
9	c	Summary 2 Pages 35-37
10	c	Summary 2 Pages 37-39
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there."

John Buchan

Along the continuum of leadership style is an area wherein the leader tends to be democratic or to share his decision-making duties with his followers. Leaders who judiciously use this style achieve significantly better group performance and acceptance of decisions than do leaders using an autocratic style. The leader does not relinquish his responsibility for the decisions but he shares the decision-making process. The effects of supervisory and participative leadership are compared. Factors determining whether participative leadership is appropriate are explored, as are its probable effects if used when timing or group composition makes participation by subordinates undesirable.

PARTICIPATIVE LEADERSHIP

Summary

Background

Throughout this part of the course, we have stressed the point that leadership style is influenced by the leader, by the group, and by the situation. Evidence from the available research indicates that the leader/member relationship is the single most important dimension affecting the entire leadership process. Additionally, we have discovered that the followers' perceptions of the leader are more important than the leader's power or the nature of the task or situation.

A leader using participative leadership encourages and permits contributions to goals and suggestions as to how these goals can be reached. The motivating force behind the use of participative leadership is that people like to feel that their ideas and beliefs have some weight in ultimate decisions.

From the viewpoint of decision making, participative leadership includes having the subordinate discover the alternatives from which a choice can be made and a share in estimating the probable consequences of each alternative. Whether or not the subordinates involved in participative leadership actually decide what will or will not be done depends on the situation.

Common sense would suggest that democratic atmospheres produce better morale than autocratic atmospheres. Early experiments by researchers have supported this theory. In 1962, Anderson and Fiedler studied the effects of participatory (democratic) and supervisory (autocratic) leadership on group creativity among ninety NROTC freshmen and sophomores. There was less hostility, more cooperation, and greater friendliness among members of the democratic group. It was found that the participatory leaders were significantly more influential and made more of a contribution to overall group performance. Anderson and Fiedler concluded that the characteristics of a leader, specifically his personality attributes, become more effective and more highly relevant to group achievement when a leader practices participative leadership than when a highly formal structure prevails. An effective leader encourages his subordinates to offer suggestions and/or constructive criticism.

This type of research has direct implications for the naval officer; i.e., the participatory style of leadership has influence on the performance of the group. Clearly, if improvement in group performance can be achieved through participative leadership, then this is the direction one should go. In a formally supervised atmosphere, where conformity rules and initiative on the part of a subordinate is stifled, such resources of creative manpower just never blossom. On the other hand, with a participatory style of leadership, there is the possibility that this initiative can be channeled into useful activity.

More important, it has been found that, among those individuals and groups who tend to resist any change, granting a degree of participation in the decision-making process concerning their work does a great deal toward eliminating the resistance to change, and, at the same time, helps to increase productivity in the group. You should be aware that most of the research concerning participative leadership was conducted under laboratory conditions in civilian industrial settings. Certainly, shipboard life is unique and hardly similar to the laboratory conditions described above. Living and working together for many days under close interpersonal conditions was not a condition of the environment in which most of the studies were made. There is a degree of hazard in generalizing from the results of studies made in one setting to the practical shipboard situation. The situation itself is an important determiner of leadership style. The situation in civilian industry is certainly not the same as the situation aboard ship. Though the principles of participative leadership have been generally verified in military environments, care is necessary in interpreting and applying the results of any research study.

Participatory vs. Supervisory Leadership

There are several facets to the use of participatory (versus supervisory) leadership of which you must be aware. First, a leader who decides upon a participative style must be genuinely attentive to the suggestions and reactions of his followers, rather than merely paying lip service to their advice. He must be sincere, show confidence in the men, and make himself available to receive feedback from them. This whole concept of participative leadership can be contagious. If it works between the Brigade Commander at the Academy and his regimental commanders, it will probably filter down through the chain. On the other hand, the leader who encourages participation and then ignores or denies it, will stand out like a sore thumb and risk confusion and loss of respect among the men.

Whatever the degree of participative leadership, responsibility always rests with the leader. We have learned throughout this part of the course that leadership style depends on the leader, follower, and the situation. These same factors must be considered when the leader decides to what degree he will practice participative leadership. There is a whole range of relations and thoughts which involve any leader and his subordinates. From the company officer's point of view, the confidence he has in his upperclassmen, his concern for their opportunities and motivation to demonstrate performance in decision making tasks, the attitudes of the midshipmen with respect to assuming new responsibilities, and, of course, their competency--all of these require careful consideration. You should always remember the Key Leadership Factor which states: "An effective leader seeks responsibility and develops a sense of responsibility among his subordinates. The nature of the situation and the time available in which to make a decision are key determinants in arriving at the appropriate degree of participative leadership. A good question to ask oneself is: What are the likely effects of participative leadership, other than the expectation that group performance may improve? In addition to probable improved group effectiveness, participative leadership can produce a number of intangible benefits which are quite important.

One of the first effects of participatory leadership will likely be an improvement in morale. Senior petty officers get a boost in morale when they are provided with a feeling of

increased importance to the division. This can be accomplished through allowing senior petty officers to participate actively in an atmosphere of sharing, rather then supervision, in such matters as the preparation of the Watch, Quarter and Station Bill, the proper structure of the sections within the division, the semiannual evaluation marks, and improvements in the habitability of the living compartment. A second beneficial effect of participative leadership is that it helps to inspire enthusiasm among men. Enthusiasm is inspired through useful acitvity, and a senior petty officer who is eager to contribute can be a valuable asset if he is given frequent opportunity to contribute. Participative leadership gives him such a chance.

The division officer who practices participative leadership helps to develop leadership skills in his subordinates. Early development of leadership skills is essential in the military. In the Navy, the petty officer 3rd class assumes leadership roles over nonrated personnel, and this early assumption of leadership responsibility requires that a division officer promote an atmosphere in which potential leadership skills can be developed.

Participative leadership strengthens communication channels and improves feedback to the leader. Remember that communication is a two-way street. If there is no reception, then one cannot claim effective communication has taken place. As communication channels within a division improve (the crew's responsiveness is a good indicator of the effectiveness of communication), benefits will accrue in the form of constructive

feedback. Improving communications through participative leadership may provide feedback that points to things within a division that are readily correctible. It will probably also provide insights into the informal aspects of the division. Participative leadership allows the subordinates to display their full repertoire of skills and knowledge. There are two points that should be remembered here. The first is that participative leadership encourages the full utilization of the skills and knowledge which subordinates may have but are not immediately apparent. Secondly, subordinates are apt to be more competent in some areas than their leader. Participative leadership permits a subordinate, whose job competence in a particular area exceeds that of a superior, to function more harmoniously with his superiors. It is a natural consequence of participatory leadership that subordinates will feel more a part of the team and more likely to respond with extra effort in an emergency situation. Participatory leadership encourages the growth of individual self-concept, which coupled with the sense of belonging, helps to increase organizational loyalty.

Successful implementation of participatory leadership allows an effective leader, upon reassignment, to answer affirmatively: "Are the men I have just left better men for my having served with them?"

There are barriers to participatory leadership as well as advantages. Sometimes, leaders encounter situations where there is not sufficient time for participation. The immediate decisions necessary in emergencies do not allow for preliminary

discussion. Under this circumstance a leader cannot afford to defer action while his subordinates confer regarding the choices of action. You wouldn't expect subordinates to be anxious to participate in decisions which are contrary to their personal interests. The sailor who has looked forward to liberty call is not the most appropriate one with whom to discuss possible cancellation of liberty due to poor boating conditions. Subordinates might even get the idea that the leader is unable to make a decision.

No one is yet willing to say that given a set of conditions, an individual will behave in a certain manner. You can see how this ties in with the leadership-followership relations. No leader can always provide motivation for all of his subordinates. There are bound to be a few individuals who just do not wish to participate in the activities of the group. The root cause might be the leader, the follower, the leader-follower interpersonal relationship, or the situation. If a leader is unsure of himself, he is apt to prefer a supervisory role. This implies that when an inexperienced leader has a fear of failing in some endeavor, he has a tendency to keep control rather than face possible loss of control through participative leadership. If a leader is inexperienced, he may have had some previous failure in his background which resulted from participative leadership. Such a situation could influence his thinking in future occasions which are similar in nature to the one which resulted in failure. "It

won't happen again" is the expression which most probably occurs to such personalities.

In summary, we can say that democratic participatory leadership as compared to autocratic supervisory leadership produces better morale, less hostility, more cooperation, and greater friendliness. Research has indicated that leaders using a participative style are generally more effective and make a greater contribution to group performance. Use of democratic, participatory leadership style should always be tempered by the situation. The situation is an important determiner in leadership style.

This is the end of the Summary. Now, take the Summary Pre-Quiz on the next page.

Summary Pre-Quiz

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following best describes the general results of studies done on participative leadership?

   a. The style of the leader has little or no effect on the achievement of the group; the ability of the group is what counts.

   b. Participative leadership tends to lead to disruption, for the leader loses control of his group.

   c. The personality of the leader becomes less relevant to group achievement when he participates.

   d. The personality of the leader becomes more relevant to group achievement when he participates.

2. ENS White and ENS Black are division officers serving aboard a destroyer. ENS White is dogmatic and decisive. He has confidence in himself and believes that what he does is right. He gets things done in his division because his men know what he wants them to do. ENS Black generally allows his petty officers to work with him in developing plans for divisional activity. ENS Black's division is just as productive as ENS White's, and perhaps more so. Both officers are rated about equal on "leadership" by their Commanding Officer.

Which of the officers (if any) is using participative leadership?

a. ENS Black

b. ENS White

c. Both, since they were rated the same by the Commanding Officer

d. Neither, since they were rated the same by the Commanding Officer

3. A leader who uses participative leadership:

   a. Must be attentive to his followers' suggestions and reactions

   b. Retains his authority and responsibility under both participatory and supervisory leadership

   c. Must understand that the degree of participative leadership depends upon the leader, followers and the situation

   d. All of the above

---

4. Select the statements which correctly describe the benefits of participatory leadership in the military.

   1) Increased morale within an organization

   2) Better communication and improved feedback

   3) Lower efficiency in emergency situations

   4) Leadership skill development among subordinates

   5) Opportunities to observe the skills of subordinates

   6) High reenlistment rates

   a. 1, 3, 5, 6

   b. 2, 3, 4, 5

   c. 1, 2, 4, 5

   d. 1, 3, 4, 5

5. CAPT Middleton is an Amphibious Squadron Commander. He is the Officer in Tactical Command in a PHIBEX, which involves landing a battalion-sized Marine force in surface and vertical assault. CAPT Middleton is aboard the LCC, and in company are an LPA, an LPH, and an LSD. Simulated enemy activity is developed in the ship-to-shore phase. As the first wave of landing craft leave, CAPT Middleton receives late intelligence that the channel through the reefs to the beachhead is not clear. He makes an on-the-spot decision.

Why didn't CAPT Middleton use participative leadership in resolving this problem?

a. He had little faith in his subordinates to make a good recommendation in postponing H-hour.

b. He was more knowledgeable in surface assault tactics and in landing craft capabilities.

c. There was no time to spend discussing the problem--the landing craft were already on their way.

d. He didn't believe it necessary to keep subordinate commanders informed.

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ

1. d
2. a
3. d
4. c
5. c

If you missed one or more questions, go to the next page and proceed through the Programed Sequence.

Programed Sequence

OVERVIEW: In this programed sequence we shall discuss the pros and cons of participatory leadership. We will investigate research studies which generally support the view that group performance improves under conditions of participatory leadership. We shall examine general and specific considerations related to the effects of the participative style and conclude with some of its practical limitations.

---

1 A leader using participative leadership encourages and permits contributions to goals and suggestions as to how these goals can be reached. From the viewpoint of decision-making, participative leadership includes having the subordinate discover the alternatives from which a choice can be made and a share in estimating the probable consequences of each alternative. Whether or not the subordinates involved in participative leadership actually decide what will or will not be done depends on the situation.

Which factor is most decisive in determining whether or not subordinates are actually involved in decisionmaking?

a. The skills and knowledge of the subordinates

b. The willingness of the group to participate

c. The nature of the situation

d. The type of organization

2 In 1962, Anderson and Fiedler studied the effects of participatory (democratic) and supervisory (autocratic) leadership on group creativity among ninety NROTC freshmen and sophomores. There was less hostility, more cooperation, and greater friendliness among members of the democratic group. It was found that the participatory leaders were significantly more influential and made more of a contribution to overall group performance. Anderson and Fiedler concluded that the characteristics of a leader, specifically his personality attributes, become more effective and more highly relevant to group achievement when a leader practices participative leadership than when a highly formal structure prevails.

What do the results of studies on participatory leadership indicate are the effects of democratic styles on group interaction?

a. Less hostility, more cooperation and greater friendliness among group members

b. Greater dependence upon the leader to determine the direction of group achievement

c. Enhanced personality development among leaders resulting in a more formal structure

3 In a formally supervised atmosphere, where conformity rules and initiative on the part of a subordinate is stifled, such resources of creative manpower just never blossom. On the other hand, with a participatory style of leadership, there is the possibility that this initiative can be channeled into useful activity. More important, it has been found that, among those individuals and groups who tend to resist any change, granting a degree of participation in the decision making process concerning their work does a great deal toward eliminating the resistance to change, and, at the same time, helps to increase productivity in the group.

Which one of the following best identifies the effect participation may have on a group's resistance to change?

a. Resistance to change will increase; for as groups are allowed to participate, they develop diverse ideas and differences which eventually lead them (the groups) to appreciate "direction" from the leader.

b. Resistance to change increases with participation, and productivity decreases, due to many individual differences.

c. Resistance to change decreases with participation by the group, although productivity is not affected.

d. Resistance to change decreases with participation by the group and productivity generally increases.

4 You should be aware that most of the research concerning participative leadership was conducted under laboratory conditions in civilian industrial settings. Certainly, shipboard life is unique and hardly similar to the laboratory conditions described above. Living and working together for many days under close interpersonal conditions was not a condition of the environment in which most of the studies were made. There is a degree of hazard in generalizing from the results of studies made in one setting to the practical shipboard situation. The situation itself is an important determiner of leadership style. The situation in civilian industry is certainly not the same as the situation aboard ship. Though the principles of participative leadership have been generally verified in military environments, care is necessary in interpreting and applying the results of any research study.

Which one of the following best identifies the dangers involved in making generalizations from laboratory studies to shipboard life?

a. Laboratory studies are nonscientific for the most part and cannot be generalized.

b. Laboratory studies cannot be compared to the actual conditions aboard ship.

c. Shipboard life cannot be systematically studied because all sailors are different.

d. The psychologists who conduct laboratory studies do not understand what goes on aboard ship.

5 There are several facets of the use of participatory (versus supervisory) leadership that you must be aware of. First, a leader who decides upon a participative style must be genuinely attentive to the suggestions and reactions of his followers, rather than merely paying lip service to their advice. He must be sincere, show confidence in the men, and make himself available to receive feedback from them.

ENS Jackson uses a participative style of leadership in his role as a division officer. He encourages his senior petty officers to give him recommendations and suggestions. He also solicits comments, good or bad, on how things are going in the division as viewed by these key subordinates.

Which one of the following best indicates how the leader must treat the suggestions of a subordinate to ensure successful participation?

a. The leader must accept the suggestions.

b. The leader must at least give lip service to the suggestions.

c. The leader must be attentive to suggestions and make himself available to his subordinates.

d. The leader must be sure the suggestions have merit (as determined by the subordinate) before accepting them.

6 A leader retains the full responsibility of his position throughout any mission. Permitting subordinates to participate in a major function of the operation in no way weakens his authority, whether he practices a participatory or supervisory style of leadership.

Which one of the following best identifies what happens to an officer's authority as a result of participative leadership?

a. An officer may think his authority is the same, but his subordinates feel as though they've taken over.

b. An officer's authority is not reduced as a consequence of his participative style of leadership.

c. An officer should recognize that by using the participative style of leadership, he gives up some of his formal authority.

d. An officer should recognize that the participative style reduces formality, and that he will have to be careful to keep from losing his formal authority.

7 It is more natural to become participatory than supervisory under conditions of high interpersonal contact. Whatever the degree of participative leadership, responsibility always rests with the leader.

Which one of the following best identifies how an officer's use of the participative leadership style affects his responsibility?

a. An officer is partially relieved of responsibilities since his subordinates participate more fully in decision making.

b. An officer is relieved of responsibilities only if the subordinates can make decisions.

c. An officer is not relieved of personal responsibility as a result of participative leadership.

d. An officer can delegate some of his responsibility to subordinates as he sees fit, according to their abilities and the degree of participation.

8 The nature of the situation and the time available in which to make a decision are key determinants in arriving at the appropriate degree of participative leadership. From the company officer's point of view, the confidence he has in his upperclassmen, his concern for their opportunities and motivation to demonstrate performance in decision-making tasks, the attitudes of the midshipmen with respect to assuming new responsibilities, and, of course, their competency--all of these require careful consideration.

Identify the factors which must be considered when a leader decides to what degree he will practice participative leadership.

a. Attitudes of subordinates
b. Nature of the situation
c. Competency of subordinates
d. Time available to make a decision
e. All of the above

9 One of the first effects of participatory leadership will likely be an increase in morale. Senior petty officers get a boost in morale when they are provided with a feeling of increased importance to the division. A second beneficial effect of participative leadership is that it helps to inspire enthusiasm among men. Additionally, the division officer who practices participative leadership helps to develop leadership skills in his subordinates. Participative leadership also strengthens communication channels and improves feedback to the leader.

Improving communications through participative leadership may provide feedback that points to things within a division that are readily correctible. It will probably also provide insights into the informal aspects of the division.

Which of the following represents probable advantages of participative leadership?

a. Morale will improve.

b. The leader will learn more about his men.

c. Participative leadership will generate more enthusiasm.

d. All of the above

10 When the destroyer Squadron Commander wrote his critique following the administrative inspection of one of his DDs, he had many favorable things to say regarding the effects of participative leadership as he had observed them throughout the ship, from the Captain on down.

Which one of the following is <u>least</u> likely to result from participative leadership as observed by the Squadron Commander?

a. There will be an improvement in morale.

b. There will be an improvement in the development of leadership skill.

c. There will be an improvement in feedback from subordinates up through the command.

d. There will be a noticeable increase in the popularity of the Commanding Officer.

11 Participative leadership allows the subordinates to display their full repertoire of skills and knowledge. There are two points that should be remembered here. The first is that participative leadership encourages the full utilization of the skills and knowledge which subordinates may have but are not immediately apparent. Secondly, subordinates are apt to be more competent in some areas than their leader.

Participative leadership permits a subordinate, whose job competence in a particular area exceeds that of a superior, to function more harmoniously with his superiors. It is a natural consequence of participatory leadership that subordinates will feel more a part of the team and more likely to respond with extra effort in an emergency situation. Participatory leadership encourages the growth of individual self-concept, which coupled with the sense of belonging, helps to increase organizational loyalty.

LTJG Jarvis, Civil Engineer Corps, is blessed with talented subordinates. His Seabees include skilled craftsmen from the construction industries; e.g., heavy equipment operators, electricians, carpenters, plumbers, etc. He knows that these men are "experts" in their specialties.

Which one of the following best describes the style of leadership LTJG Jarvis should use under these circumstances?

a. He should be participative, since his technical competence in these areas (carpentry, plumbing, etc.) is not likely to be as extensive as that of his subordinates.

b. He should leave the subordinates alone. They don't need leadership because they know their jobs.

c. He should be supervisory to maintain controls.

d. He should ignore the fact that his men are more technically competent and treat them in an autocratic manner.

12 There are barriers to participatory leadership as well as advantages. Sometimes, leaders encounter situations where there is not sufficient time for participation. The immediate decisions necessary in emergencies do not allow for preliminary discussion. Under this circumstance a leader cannot afford to defer action while his subordinates confer regarding the choices of action. You wouldn't expect subordinates to be anxious to participate in decisions which are contrary to their personal interests. The sailor who has looked forward to liberty call is not the most appropriate one with whom to discuss possible cancellation of liberty due to poor boating conditions. Subordinates might even get the idea that the leader is unable to make a decision, and this is contrary to their best interests.

Select the statement which describes how time may influence a leader's decision regarding the use of participatory style.

a. Under circumstances where time is short, cooperative action and participatory style provide quicker solutions to emergency situations.

b. Participatory style often leads to procrastination when time is not a pressing factor.

c. Under emergency circumstances leaders cannot afford the time necessary to allow subordinate participation in the decision-making process.

13 If a leader is unsure of himself, he is apt to prefer a supervisory role. This implies that when an inexperienced leader has a fear of failing in some endeavor, he has a tendency to keep control rather than face possible loss of control through participative leadership. If a leader is inexperienced, he may have had some previous failure in his background which resulted from participative leadership. Such a situation could influence his thinking in future occasions which are similar in nature to the one which resulted in failure.

When CAPT Townsend was an ensign during World War II, he was a boat officer during an assault on a small island off the coast of New Guinea. Because this was his first experience in this type of operation, he decided to discuss with the Boat Group Commander alternate tactics if he was unable to land at the designated beach area. He was told to head west for 100 yards and land his men there.

As he approached the primary landing area, he realized that he was going to run aground on some uncharted coral reefs. Taking the advice of the Boat Group Commander, he headed west parallel to the beach where he encountered heavy machine-gun fire which caused a number of casualties to the landing party.

What probable influence did the World War II episode have on CAPT Townsend's willingness to use participative leadership?

a. Now that CAPT Townsend is an experienced officer, he doesn't feel the need for participative leadership under any circumstances.

b. CAPT Townsend is reluctant to use participative leadership because he was given poor advice before.

c. CAPT Townsend knows that his subordinates are less conservative than he is, so he makes decisions independently.

d. CAPT Townsend is the logical one to make decisions where landing operations are concerned because he is the only one who has had experience with landing craft in combat.

14 No one is yet willing to say that given a set of conditions, an individual will behave in a certain manner. You can see how this ties in with the leadership-followership relations. No leader can always provide motivation for all of his subordinates. There are bound to be a few individuals who just do not wish to participate in the activities of the group. The root cause might be the leader, the follower, the leader-follower interpersonal relationship, or the situation.

However, we can with some degree of assurance state that democratic, participatory leadership produces:

- Better morale
- Less hostility
- More cooperation
- Greater friendliness
- Leaders who are significantly more effective
- Leaders who make a greater contribution to group performance

But keep in mind that the use of democratic participatory leadership must be tempered by the situation. The situation is an important determiner in leadership style.

This is the end of the Programed Sequence. Now, take the Summary Post-Quiz on the next page.

Summary Post-Quiz

Answer the following questions as indicated in your Student Guide.

---

1. Select the statements which correctly describe the benefits of participatory leadership in the military.

1) Increased morale within an organization

2) Better communication and improved feedback

3) Lower efficiency in emergency situations

4) Leadership skill development among subordinates

5) Opportunities to observe the skills of subordinates

6) High reenlistment rates

a. 1, 3, 5, 6

b. 1, 2, 4, 5

c. 2, 3, 4, 5

d. 1, 3, 4, 5

2. CAPT Middleton is an Amphibious Squadron Commander. He is the Officer in Tactical Command in a PHIBEX, which involves landing a battalion-sized Marine force in surface and vertical assault. CAPT Middleton is aboard the LCC, and in company are an LPA, and LPH, and an LSD. Simulated enemy activity is developed in the ship-to-shore phase. As the first wave of landing craft leave, CAPT Middleton receives late intelligence that the channel through the reefs to the beachhead is not clear. He makes an on-the-spot decision.

Why didn't CAPT Middleton use participative leadership in resolving this problem?

a. He had little faith in his subordinates to make a good recommendation in postponing H-hour.

b. He was more knowledgeable in surface assault tactics and in landing craft capabilities.

c. He didn't want to keep subordinate commanders informed.

d. There was no time to spend discussing the problem--the landing craft were already on their way.

3. A leader who uses participative leadership:

   a. Must be attentive to his followers' suggestions and reactions

   b. Retains his authority and responsibility under both participatory and supervisory leadership

   c. Must understand that the degree of participative leadership depends upon the leader, followers and the situation

   d. All of the above

---

4. Which one of the following best describes the general results of studies done on participative leadership?

   a. Participative leadership tends to lead to disruption, for the leader loses control of his group.

   b. The style of the leader has little or no effect on the achievement of the group; the ability of the group is what counts.

   c. The personality of the leader becomes more relevant to group achievement when he participates.

   d. The personality of the leader becomes less relevant to group achievement when he participates.

5. ENS White and ENS Black are division officers serving aboard a destroyer. ENS White is dogmatic and decisive. He has confidence in himself and believes that what he does is right. He gets things done in his division because his men know what he wants them to do. ENS Black generally allows his petty officers to work with him in developing plans for divisional activity. ENS Black's division is just as productive as ENS White's, and perhaps more so. Both officers are rated about equal on "leadership" by their Commanding Officer.

Which of the officers (if any) is using participative leadership?

a. ENS White

b. ENS Black

c. Both, since they were rated the same by the Commanding Officer.

d. Neither, since they were rated the same by the Commanding Officer.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ

1. b
2. d
3. d
4. c
5. b

This is the end of Part Seven, Segment V.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PARTICIPATIVE LEADERSHIP

PROGRESS CHECK

Question 1.

Select the statement that correctly describes the general results of studies done on participative leadership.

a. Early experiments disclosed that a participative atmosphere produced better morale than an autocratic atmosphere.

b. Early experiments disclosed that a participative atmosphere reduced authority and eroded discipline.

c. Early experiments disclosed that a participative atmosphere increased leadership responsibilities and, as a result, generally reduced efficiency.

d. Early experiments disclosed that a participative atmosphere caused an increase in the friendliness and cooperation among the men and a subsequent decrease in discipline problems; leadership responsibilities were therefore lessened.

Question 2.

Select the statement which correctly identifies the effect participation may have on a group's resistance to change.

a. The use of participative leadership increases a group's resistance to change because the men often interpret the officer's participation as an interference.

b. The use of participative leadership has no effect on a group's resistance to change.

c. The use of participative leadership increases a group's resistance to change because individuals are less cooperative once they are given a degree of involvement in the decision-making policies that directly affect them.

d. The use of participative leadership reduces a group's resistance to change because it allows individuals to become involved in decision-making matters that directly concern them.

Question 3.

Select the situation that illustrates the use of participative leadership.

a. ENS Wolfe usually issued his orders in a very informal fashion. He rarely used his CPO, since he wanted to give his orders directly to the men.

b. LTJG Hollingsworth gave orders to his CPO and then tested the CPO to ensure his comprehension of the task. Once LTJG Hollingsworth was confident his CPO understood his orders, he normally remained in the background because he disliked interfering with his men once they were properly instructed and underway.

c. ENS Howard normally gave orders to his senior non-rated personnel. He did not regard the dissemination of instructions to the other men as one of his responsibilities. He did, however, work with his senior men to set up a responsive feedback communications network.

d. LTJG Nibbs tried, whenever possible, to arrange discussion groups with his men. He also tried to remain available for consultation and further clarification of his orders in case any unforeseen problems arose.

Question 4.

Select the statement that correctly describes how a leader must treat the suggestions of a subordinate in order to ensure successful participation.

a. A leader who employs participative leadership must try to discourage suggestions from, and lengthy discussions with his men in order to maintain discipline and authority.

b. A leader who uses participative leadership must be attentive to his followers' suggestions and reactions; he must make himself available and display sincerity and interest in handling problems that arise.

c. A leader who uses participative leadership should delegate enough authority to promote individual leadership capability among his men. This will enable each man to evaluate independently any problems that arise.

d. The manner in which a leader treats a subordinate's suggestions will have little or no effect on the degree of participation.

Question 5.

ENS Mailer was placed in charge of the ship's radio room. He immediately noticed that morale was very low and that the men weren't very interested in their work.

Select the action ENS Mailer should take to improve the situation described above.

a. ENS Mailer should use the first week as an observation period, and then select a committee to advise him on group problems.

b. ENS Mailer should participate in all aspects of the radio room operation, thereby making the men aware of his sincere efforts to improve the communication channels which are a means of expressing dissatisfaction.

c. ENS Mailer should use both punishment and an increased work load to impress the men with how important their unified participation is in meeting the performance goals of the radio room.

d. ENS Mailer should use rewards to encourage the men to participate.

Question 6.

Choose the situations which indicate that the leader should use participative leadership.

1) Some of ENS Palmer's engineroom crew are highly experienced; these men rarely need additional instructions in carrying out his commands.

2) LTJG Wilson has just taken charge of a newly formed special maintenance crew which will be responsible for maintaining an experimental test aircraft.

3) LTJG Simms is the skipper of a PBR. Although he has no previous experience with PBRs, his crew is composed of experienced men selected from several other crews.

4) BM1 Salee has been temporarily placed in charge of a painting operation; his crew is composed of boatswain's mates, all of whom are junior to him.

a. 1 and 2

b. 3 and 4

c. 2 and 3

d. 1 and 4

Question 7.

Correctly identify the statement(s) which most accurately describe(s) the effects of participation when used by military leaders.

a. The use of participation will probably improve morale.

b. The use of participation creates a sense of belonging which bolsters group enthusiasm and may reinforce discipline.

c. The use of participation increases the men's sense of belonging and therefore generates enthusiasm.

d. All of the above

Question 8.

Identify the advantages accruing from the use of participative leadership.

1) Participative leadership improves morale.

2) Participative leadership develops leadership skills.

3) Participative leadership reduces a leader's responsibilities.

4) Participative leadership improves discipline.

a. 1 and 4

b. 3 and 4

c. 2 and 3

d. 1 and 2

Question 9.

During a severe electrical storm, the antenna on the radio shack was struck by lightning which started a fire in the ceiling. Marine LT Johnson, the Officer-in-Charge, evacuated the men immediately and removed the equipment from the structure. Choose the statement that correctly states the probable reason LT Johnson did not use participative leadership during the fire.

a. He avoided the use of participative leadership to impress the men with his ability to remain calm during a crisis.

b. He did not use participative leadership in order to keep the men from panicking.

c. He did not use participative leadership because there was a lack of time.

d. He did not use participative leadership because he wanted to impress his superiors with his ability to handle an emergency independently.

Question 10.

Select the statement which correctly explains why fear of failure on the part of a leader might prohibit the use of participation.

a. Often the leader himself is fearful of being punished by his superiors if he fails to complete a designated task because he used participation.

b. A leader normally is concerned with the negative effects of giving increased responsibility to his men.

c. A young leader or an experienced but insecure leader is fearful of using participation because he is afraid of losing control of the group or the situation.

d. Sometimes leaders are afraid of failing because they are not certain that their men will follow them.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT V

REMEDIATION TEXT Syndactic Text Vol VII-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Pages 1-2
2	d	Page 3
3	d	Pages 3-5
4	b	Pages 3-5
5	b	Pages 3-7
6	c	Pages 6-7
7	d	Pages 5-7
8	d	Pages 5-7
9	c	Pages 7-8
10	c	Pages 8-9
11		
12		
13		
14		
15		

PROGRAM FRAME ANSWERS

PART SEVEN

Segments III, IV & V

PROGRAM FRAME ANSWERS

PART Seven SEGMENT III TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
Programed Sequence	
1	c
2	a
3	b
4	d
5	a
6	d
7	c
8	d
9	a

FRAME OR QUESTION NUMBER	CORRECT ANSWER
10	b
11	c
12	a
13	d
14	b
15	a-1, 3, 4, 7 b-2, 5, 6
16	b
17	a
18	c

PROGRAM FRAME ANSWERS

PART Seven SEGMENT IV TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
Programed Sequence 1	
1	c
2	b
3	d
4	a
5	c
6	a
7	a
8	b
9	d
10	a-2 b-3 c-1
11	c
12	a
13	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
14	a
Programed Sequence 2	
1	a
2	b
3	b
4	c
5	a
6	c
7	d
8	a
9	a
10	b
11	d
12	c
13	d

PROGRAM FRAME ANSWERS

PART Seven SEGMENT V TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
Programed Sequence	
1	c
2	a
3	d
4	b
5	c
6	b
7	c
8	e
9	d
10	d
11	a
12	c
13	b
14	no response